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ABSTRACT

The Hackensack Career Development Center is a pilot project designed to: (1) make career development learning activities an integral part of the school curriculum from pre-kindergarten through adult education, (2) provide a setting in which experimentation with and evaluation of such activities may be carried on, and (3) offer students and graduates assistance in finding desired and/or suitable employment. In the second year of the Center's operation, approximately 15 continuing programs and more than 400 intra-curricular activities have been planned and/or conducted by the staff. The continuing programs are based upon a pre-established curriculum guide and, in most cases, are implemented over a prolonged period, such as all or most of the school year. The intra-curricular activities are short-term projects planned mutually by one of the school/industry coordinators and a classroom teacher in response to the teacher's request for a career development activity to relate to his course work. A major accomplishment of the second year of operation has been the development and pilot of a formative evaluation system. Other accomplishments and recommendations are discussed. (SB)

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FINAL REPORT

Grant or Contract No. OEC-0-70-5188 (361)

CAREER RESOURCE CENTER:
A "Pre-K to Adult" Model for Career Development

Exemplary Project in Vocational Education

Conducted under

Part D of Public Law 90-576

Irving Moskowitz

Hackensack Public Schools
Hackensack, New Jersey

and

Division of Vocational Education
Trenton, New Jersey

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SUMMARY OF THE REPORT

Time Period Covered by the Present Report:

June 1, 1971 to May 31, 1972

Statement of Program Goals

The basic goals of the Hackensack Career Development Program are:

1. to develop a model in which career development concepts may be incorporated into regular classroom activities.

2. to impiement the career development model into the Hackensack Public Schools.

3. to evaluate and update the career development concept on a continual basis.

Statement of Program Objectives

1. To make career development education a significant part of the school curriculum at each developmental stage.

2. To provide sequential and continuous career development activities throughout all grade levels from pre-kindergarten to adult education.

3. To establish a working model of a Career Development Center functioning within a school system.

4. To study the impact of career development activities on students.

5. To make career development activities applicable to every student category including all special needs groups.

6. To provide students with a broad and accurate knowledge of occupations and career opportunities.

7. To increase students' awareness of themselves, their interests, and aptitudes relative to work.

8. To help students in developing decision-making skills necessary for a sound vocational choice.

9. To influence teachers to think of career development activities as a necessary part of all course content.

10. To provide opportunities for job placement of eligible students in the Hackensack Public Schools.

Procedures Followed

The Hackensack Career Development Center is a pilot project designed to:

1. make career development learning activities an integral part of the school curriculum from the earliest grades through adult education,
2. provide a setting in which experimentation with and evaluation of such activities may be carried on, and
3. offer students and graduates all possible assistance in finding desired and/or suitable employment.

Career development learning activities are defined as any type of experiences that will:

1. enable students to enlarge their knowledge of occupations,
2. increase their awareness of their interests and aptitudes relative to work, and
3. develop the decision–making skills needed to put this knowledge to best use.

This Program is being conducted in a school system with an enrollment of 6,200 students from pre-kindergarten to grade twelve and with a sizeable adult evening school and Adult Basic Education Program. The school population is mixed racially, socially, and ethnically--reflecting the heterogeneous nature of the city's population.

In the second year of the Center's operation, continuing programs and intra-curricular activities have been planned and continued by the Program staff. The Continuing Programs are based upon a pre-established curriculum guide and, in most cases, are implemented over a prolonged period such as all or most of the school year or summer. These programs are intended to be repeated each year. In some cases, they form the basis for a self-contained course, and also provide curriculum materials and activities to be interspersed through the ongoing classroom instruction.

The Intra-Curricular Activities are short-term projects planned mutually by one of the school/industry coordinators and a classroom teacher in response to a request by the teacher for a career development activity to relate to his course work. These activities include field trips, demonstrations, "hands-on" work activities, guest speakers, simulations or role-playing activities in the classroom, or media presentations of any kind. These activities could be repeated in many classrooms.

During the second year, the staff has either planned and/or is conducting approximately fifteen Continuing Programs, some of which are being carried over from past years. In addition, more than four hundred Intra-Curricular Activities have been conducted, most of them consisting of more than one component or learning experience.

Through a combination of Continuing Programs and Intra-Curricular Activities, the Program eventually plans to provide sequential and continuous coverage in career development activities for all students in the school system, with each Program activity designed to meet the needs of a particular level.

Results and Accomplishments

For the second year, the Hackensack Career Development Program has attained its specific objectives for the defined interim period. A major direction initiated during the second year has been the development and pilot of a formative evaluation system. The system attempted to provide a consistent planning format for each activity to be used by the Program personnel, school personnel, and the business/industry personnel. Monitoring and evaluation information from the staff (as well as cognitive and affective feedback from the participants) was included. Such a system was adapted to work with both continuing ongoing as well as short-term programs.

Evaluation

The evaluation of the second year's Career Development Program continues to focus on process activities. Such processes have been incorporated into all the objectives. In addition, utilizing the Program Planning, Monitoring, Evaluation Instrument, data have been collected for a sampling of the activities presented. Such "hard" data relate to the overall procedures and the performance as an outcome to those procedures.

Conclusions and Recommendations

The Hackensack Career Development Program has attained the objectives for the second interim period.

It is recommended by the evaluator that the Program:

1. involve all staff members in a review of the Planning, Monitoring, Evaluation Instrument and revise the form to be completely practical in working with both continuing and short-term career development projects.
2. continue involvement with the regular school staff for incorporation of career development concepts into the regular school curriculum.
3. explore curriculum development components of other career development projects and initiate procedures for incorporation into the regular school curriculum.
4. continue dissemination of Program results and the Program approach implemented to provide students with career education information.
5. explore career development activities of other funded career development programs and assess the Hackensack Public Schools to determine the feasibility of implementation.
6. continue to consider the relation to theory and practicability of materials developed during the initial Program year and materials investigated during the second operational year. Results from such efforts should be incorporated into the third year's operational plan.
7. continue to follow up student's perceptions and utilizations of career development information.
8. emphasize career education at each developmental level, but especially stress involvement at the Middle School where the involvement has been less than at the other levels.

Problem Area

The Hackensack Career Development Program has focused primarily upon local needs in its implementations. This input has been implemented through two major approaches: (1) Intra-Curricular Activities, and (2) Continuing Programs.

The basic rationale for the Program is displayed in Figure 1.

THE CAREER DEVELOPMENT CONCEPT[1]

The Career Development Concept encompasses sequential, educational experiences aimed at aiding the individual to attain self-fulfillment and incorporates <u>two</u> related continuing goals:

CONTINUING GOAL ONE: to identify and assess interests, abilities, and opportunities as they relate to making meaningful career decisions, through counseling and other services.

CONTINUING GOAL TWO: to explore and develop individual occupational potential through programs that assist in clarifying self-identity, developing good attitudes, expanding career knowledge and job skills leading to appropriate job placement and/or continuing education:

Elementary School Programs	Middle School Programs	High School Programs
A period of exploration and self-discovery. Opportunities for self-expression and coping with the man-made environment contribute to the formation of individual behavior patterns and an appreciation of the function of work in our civilization.	Vocational exploration on a more sophisticated level leading to greater specificity of goals based on expanded knowledge of individual skill potential and greater self-awareness.	Study, evaluation in-depth testing of tentative choices and expanded development of specific job skills in preparation for employment and/or continuing education.

FIGURE 1.

BASIC RATIONALE FOR THE CAREER DEVELOPMENT CONCEPT

[1]Thomas Gambino, Director of Pilot, Demonstration, and Exemplary Programs, "Career Development," Bureau of Occupational Research Development, Division of Vocational Education, State of New Jersey, November, 1970.

This career development concept involves related, sequential, nursery-to-adult experiences that aid the individual in:

1. identifying interests, abilities, and opportunities.
2. making meaningful plans and decisions.
3. developing occupational potential toward a satisfying career life.

In the Hackensack Program, these aspects are implemented through continuing and intra-curricular projects at the defined developmental levels.

The approach of career education has an established theoretical background. Osipow[2] has outlined the major theories related to career development.

The first of these, chronologically, is the theory of Ginzberg, Ginsberg, Axelrad, and Herma. These writers selected four particular variables they thought to be critical for vocational development. These variables were identified as (1) the reality factor, (2) the educational process, (3) individual-emotional factors, and (4) the individual's value structure. Essentially, Ginzberg and his associates took these four factors and from them created a theory which asserted that vocational choice is an irreversible process which occurs in cleary-defined periods and which requires the individual to compromise between his values and his potentials. Three major periods of development were postulated and called the Fantasy, the Tentative, and the Realistic periods. The Fantasy period was not emphasized by Ginzberg and his group because it concerned childhood vocational interests which were seen to be fairly arbitrary and unrealistic. The Ginzberg group viewed the age range of the Fantasy period (birth to eleven) as essentially nonvocational, a view which is not widely held today. The Tentative period, beginning near age eleven, was subdivided into interest, capacity, value, and transition stages. Each stage emphasized the vocational task indicated by its name. In other words, during the interest stage the youngster primarily concerns himself with identifying and understanding his interests. During the capacity stage his abilities are developed; his values are emphasized during the value stage. During the transition stage, interests, values, and capacities are put together to establish a composite view of himself. Following the Tentative period is the Realistic period starting around age eighteen. This period is also divided into a series of stages entitled exploration, crystallization, and

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[2]Samuel H. Osipow, "Implications for Career Education of Research and Theory on Career Development" (paper presented to the National Conference on Career Education for Deans of Colleges of Education, April, 1972).

specification. These three activities take the individual through searching, identifying, and implementing a vocational direction. Thus, according to this theory, an individual begins active participation in the process of vocational selection at the onset of adolescence and over the next ten to fifteen years is exposed to rather systematic and regular experiences and activities which culminate in the implementation of a vocational choice. In general, while the original data base of this theory was of a questionable nature, a fair amount of evidence has since been generated to indicate that there is some validity to the notion of vocational choice as a systematic developmental process although the particular stages and timing do not necessarily conform to the ones described by Ginzberg and his group. The contribution of the Ginzberg group was in its emphasis on the developmental nature of the process. One very important shortcoming of their approach was in the implicit assumption that vocational development ceases after the initial implementation of a career choice; when, in fact, we realize now that important career development activities occur throughout one's lifetime.

Another early writer dealing with career development theory was Anne Roe. Roe's theory also emphasized development, but in a slightly different way than the Ginzberg group. Roe was concerned with the effects of early childhood experiences on the development of personality, and in particular, the development of needs within people and the consequent effect of various needs on the individual's orientation toward or away from interpersonal activities. It was Roe's contention that early experiences influence an individual's orientation to the interpersonal world around him in a way that leads him to move toward or away from people. Furthermore, Roe developed an occupational classification system which allowed her to make predictions about the nature of the occupations that an individual would prefer if he were person-oriented as opposed to those he would approach if he were not oriented toward people. While a considerable body of research exists testing Roe's theory, most of it has yielded data that do not support the theory in its general outline. However, there is some likelihood that if Roe's theory were redefined and the links between early childhood experiences and personality more clearly delineated, her theory might be shown to have greater validity than is at first apparent. For example, it is widely accepted that certain childhood experiences (in combination with heredity factors), influence cognitive style, which in turn may prove to have a rather significant influence on learning different kinds of skills. These skills, in turn, could lead an individual to obtain different qualitative kinds of academic experiences, producing important idiosyncratic feedback. Over a long temporal sequence, such feedback could exert a significant influence on a person's occupational entry. Obviously, however, it can be seen that these links (childhood, parental experiences, cognitive styles, differential performance and feedback, etc.) are still uncertain and need to be identified and then substantiated.

Still another significant theorist is Donald Super. Super has taken several important ideas about human behavior and assembled them in a manner

that has particular applicability to career development. First of all, Super has postulated that, over a period of years, an individual attempts to implement his self-concept through his work. Furthermore, Super asserted that to the degree which an individual's self-concept may be expressed in the activities of the occupation he selects and enters, he will have greater or lesser vocational satisfaction and effectiveness. In addition, Super has further elaborated on the developmental stages that the Ginzberg group suggested were important to consider in vocational development. Super identified five vocational developmental stages: (1) crystallization (fourteen to eighteen), (2) specification (eighteen to twenty-one), (3) implementation (twenty-one to twenty-five), (4) stabilization (twenty-five to thirty-five), and (5) consolidation (over thirty-five). Each of these stages indicates the particular vocational or pre-vocational activities in which the individual should be engaging in order to foster his own vocational development. During the crystallization period, the individual is particularly concerned with relating and integrating his own preferences, abilities, and other important contingencies associated with vocational preferences. These are the years of most interest to most vocational and career educators because they occur during the last four to six years of high school.

The development of the Hackensack Program has certainly been influenced by these theories and, in the implementation stage, has drawn a little from each major writer.

Another aspect of the implementation stage of the Hackensack Program focuses around the concept of functional unity.[3] The emerging careers curriculum purports to integrate the entire school curriculum--academic, general, and vocational--in such a way that all education will be functionally related to the performance of career roles. The careers curriculum, it is proposed, will become the vehicle for carrying the load without diminishing the educational objectives of academic curricula. In return, the academic curricula will relate their subject matter to career roles. Thus, the careers theme will be diffused throughout the total curriculum of the school. These aspects are actually being implemented through the intra-curricular and continuing activities organized in the Hackensack Program.

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[3]Bruce Reinhart, "Nature and Characteristics of Emerging Career Education Curriculum" (paper presented to the National Conference on Career Education for Deans of Colleges of Education, April, 1972).

Finally, it is noted that the Hackensack Program is participating in the operational phase of the Comprehensive Careers Education System.[4] This system stresses the types of service offered through the regular school district–supported services and the support services provided by the career education unit. Figure 2 (page 10) displays the sequential development.

The Career Resource Center is viewed as the key vehicle for communications about all pertinent facets of the school and the community. Its design provides the organization for the implementation of the career development concept and, at the same time, it represents the model. It functions as a resource for articulation among programs to provide necessary continuity and to develop two-way avenues between school and community.

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[4] A. J. Miller, "The Emerging School-Board Comprehensive Educational Model" (a paper presented to the National Conference on Career Education for Deans of Colleges of Education, April, 1972).

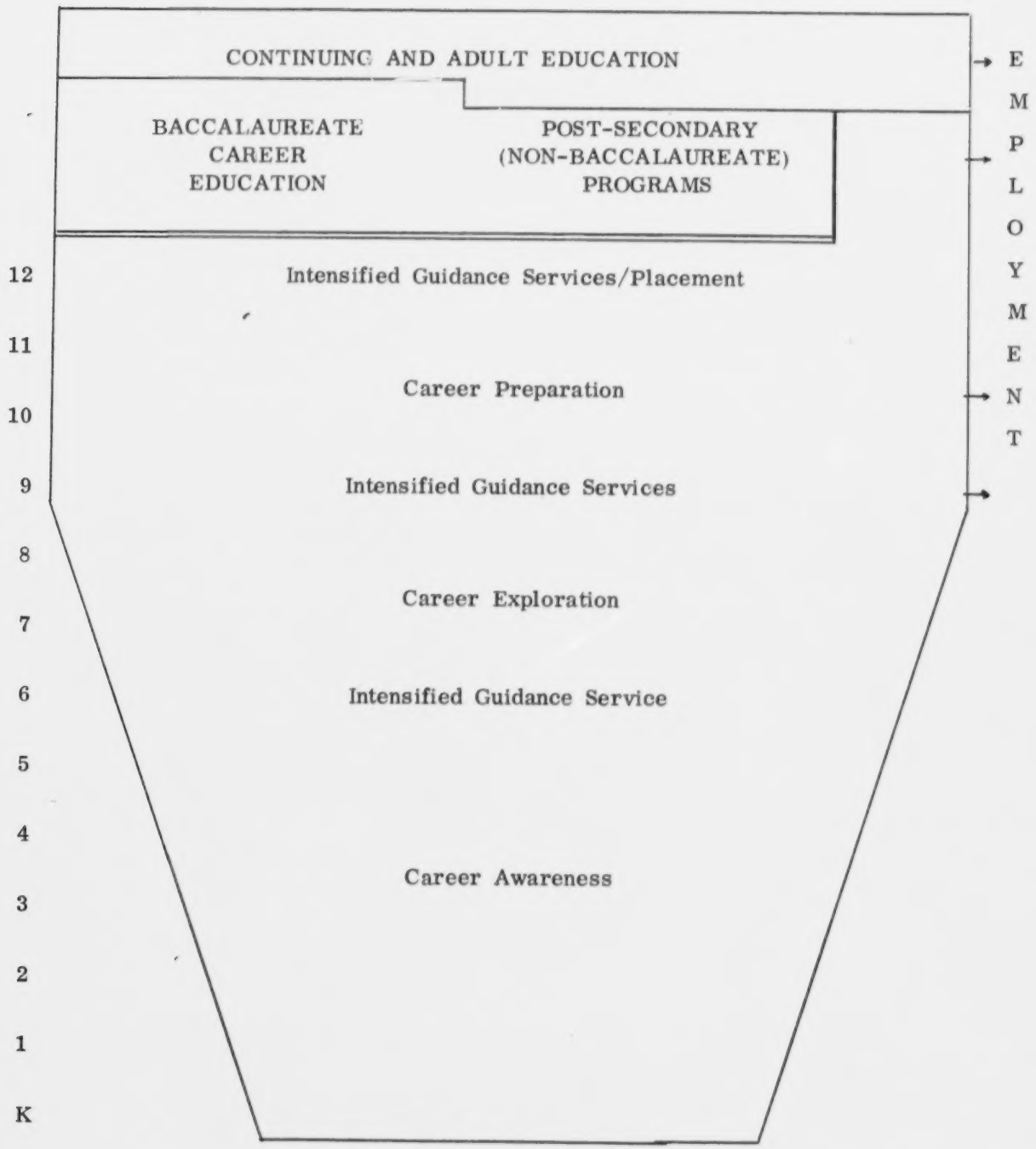

FIGURE 2.

A COMPREHENSIVE CAREER EDUCATION SYSTEM

PROGRAM GOALS

The basic goals of the Hackensack Career Development Program were set forth as follows:

1. To develop a model in which career development concepts may be incorporated into regular classroom activities.

2. To implement the career development model into the Hackensack Public Schools.

3. To evaluate and update the career development concept on a continual basis.

PROGRAM OBJECTIVES

To attain the basic Program goals, the following objectives were developed in the original proposal:

1. To make career development education a significant part of the school curriculum at each developmental stage.

2. To provide sequential and continuous career development activities throughout all grade levels from pre–kindergarten to adult education.

3. To establish a working model of a Career Development Center functioning within a school system.

4. To study the impact of career development activities on students.

5. To make career development activities applicable to every student category including all special needs groups.

6. To provide students with a broad and accurate knowledge of occupations and career opportunities.

7. To increase students' awareness of themselves, their interests, and aptitudes relative to work.

8. To help students in developing decision-making skills necessary for a sound vocational choice.

9. To influence teachers to think of career development activities as a necessary part of all course content.

10. To provide opportunities for job placement of eligible students in the Hackensack Public Schools.

GENERAL PROGRAM DESIGN AND PROCEDURES

The Hackensack Career Development Center is a pilot project designed to:

1. make career development learning activities an integral part of the school curriculum from the earliest grades through adult education.
2. provide a setting in which experimentation with and evaluation of such activities may be carried on.
3. offer students and graduates all possible assistance in finding desired and/or suitable employment.

Career development learning activities are defined as any type of experiences that will:

1. enable students to enlarge their knowledge of occupations.
2. increase their awareness of their interests and aptitudes relative to work.
3. develop the decision-making skills needed to put this knowledge to work.

This Program is being conducted in a school system with an enrollment of 6,200 students from pre-kindergarten to grade twelve and with a sizeable adult evening school and Adult Basic Education Program. The school population is mixed racially, socially, and ethnically--reflecting the heterogeneous nature of the city's population.

Continuing in the second year of the Center's operation, two types of operations (Intra-Curricular Activities and Continuing Programs) have been planned and conducted by the staff. Through a combination of these two projects, the Program eventually plans to provide sequential and continuous coverage in career development activities for all students in the school system, with each Program activity designed to meet the needs of a particular level.

Intra-Curricular Activities

The Intra-Curricular Activities are short-term projects planned mutually by one of the schools/industry coordinators and a classroom teacher in response to a request by the teacher for a career development activity

relating to his course work. These activities include field trips, demonstrations, "hands-on" work activities, guest speakers, simulations or role-playing activities in the classroom, or media presentations of any kind. More than four hundred Intra-Curricular Activities have been conducted, most of them consisting of more than one component or learning experience.

Continuing Programs

Continuing Programs are those programs that comprise a permanent part of the curriculum or programs that will be repeated each year. In most cases, these are based on a pre-established curriculum plan spanning a full school year. In certain cases, however, they are of shorter duration. The Job Fair, for example, is conducted during one week each year. In some cases, they form the basis for a self-contained course, and also provide curriculum materials and activities to be interspersed through the ongoing classroom instruction. Although these programs are pre-structured, they are evaluated continually and revised as necessary.

Job Fair

The Job Fair is a week-long program conducted at the high school each year for students in the senior class. During this week, representatives from many local business and industrial firms conduct job interviews with any interested senior. Many students are hired as a result of these interviews. In any case, the Job Fair provides a learning experience in job interview procedures and conduct for all students who take advantage of it.

Middle School Summer Vocational Exploration

A group of Middle School students spend a summer session at the county vocational and technical high school trying their hands at a variety of skills under the direction of the school's instructors. They are chaperoned by high school seniors who act in a "big brother" capacity and conduct an organized recreation period each day. Their shop instruction stresses the fun of work activity and the reward of seeing a finished product of their own making. In this way, these students see what the vocational school has to offer them and are thus better prepared to make their upcoming decision of what type of high school to attend. At the same time, the experience encourages them to explore their occupational interest and talents.

Summer Community College Program

For tenth and eleventh grade students with low career expectancy, the Summer Community College Program provides exposure to a nearby community college during a four-week summer session. These students will have the opportunity to observe and participate in the wide variety of programs the school offers for general education and career training. In this

way, they are encouraged to find an avenue of development consistent with their abilities and interests.

Technology for Children

Through world-of-work projects growing out of classroom study units, students in the elementary grades are led toward an understanding of modern technology and encouraged to respect work in its many forms. The Technology for Children projects engage them in a wide variety of "hands-on" activities with the tools and materials of modern business and industry ranging from basic carpentry tools to office machines. As they assume roles in a classroom business office, assembly line, photography studio, or construction crew, for example, the students can also begin to understand the complexities of on-the-job relationships of all kinds, as well as the importance of individual responsibility and contributions.

Parochial School Technology Program

Local parochial elementary schools will participate on a limited basis in the Technology for Children Program described above.

Intensive Training for Twelfth Grade Students

In the last half of their senior year, students may take advantage of an opportunity for intensified occupational training in one of a number of basic skill areas. Courses in machinist training, welding, photo-offset printing, clerk-typist skills, drafting, sheet metal working, keypunch operating, and dental assisting are sponsored by the Career Center through the local Adult Training Center. Interested students may enroll on a shared-time basis if their high school schedule permits, or choose a course which meets during evening hours. A certificate of training is given for successful completion of course work.

Introduction to Vocations

As an important element in their career education for this stage, eighth grade boys and girls engage in an intensive occupational awareness program of career exploration through their industrial arts and home economics classes. The program provides for in-depth study of various occupational areas. Each unit involves a broad survey of the particular occupational area, classroom visits by industrial personnel, and at least one field trip to a representative occupational site. In their laboratory work, students will get considerable "hands-on" experience with the tools and materials of each skill area. In this way, they acquire a broad base from which further career exploration can proceed.

Job Placement Office

Through the Job Placement Office located in the high school, any student of work age may get assistance in finding full or part-time employment. This service is also extended to graduates of the high school. The Job Placement Office coordinates other activities such as the Intensive Training Program and the Job Fair, along with group counseling sessions involving common problems of the young worker.

Career Club Program

A number of Career Clubs have been begun under the auspices of the Career Development Center, conducted through local churches on Saturdays. They are designed to stimulate boys and girls aged ten and eleven to begin thinking about their vocational future. Representatives of various professional and other careers are invited to address the members on their job activities, preferably accompanied by demonstrations of their key tasks with the youngsters joining in craft experiences. Through this exposure to career role models and the world of work generally, the children can begin to construct a hopeful career image for themselves.

Industrial Preparatory Project

The Industrial Preparatory Project offers boys in grades ten through twelve the opportunity of studying English, mathematics, science, and mechanical drawing within a technical framework. Study units in this project are built around world-of-work themes and emphasize the way in which these three disciplines interrelate as tools for occupational problem-solving. To boys with leanings toward early job entry or further trade training, this track offers a needed alternative to the college preparatory/general education choice. Through it, they can combine a sound academic foundation with a maximum of vocational exploration.

Cooperative Work Programs

The various Cooperative Work Programs allow students in the late high school years to share their day between work and school in a way that maximizes the potential benefits of each. Their work experience provides for job rotation within a certain occupational area and expert training in each job encountered, for which they also receive course credit at the school. This is in addition to regular pay. In their half-day at school, they take certain courses required for graduation as well as one devoted to study of their occupational field and group guidance for problems encountered on the job. In this way, the school utilizes the training resources of the business and industrial community. Five such programs are offered covering the following areas:

1. Cooperative Industrial
2. Cooperative Office
3. Cooperative Health
4. Cooperative Home Economics
5. Distributive Education

Special Needs Workshops

The Special Needs Workshops are directed toward the vocational needs of students in the educable and trainable categories, primarily the universal need to experience the satisfaction of work successfully performed. Within the sheltered environment of their own classrooms, these students work on job projects contracted from local business firms and are paid for what they produce. The projects are chosen for their high achievement potential and engage the students in production planning and related economic consideration. In this way, they are exposed to several aspects of the working world without the stress of competing in it before they are ready to do so.

Summer Remedial Program

This six-weeks Summer Remedial Program, offered as an alternative to the regular summer school, blends basic instruction in English and mathematics with related occupational projects. During the first part of their morning session, the boys attend classes which are conducted informally and stress individualized instruction. The rest of the morning is spent either in the auto mechanics shop or on a building project somewhere on the school grounds, depending upon which area they choose. Both stress "hands-on" participation in various aspects of the building trade or auto repair and maintenance. Follow-up tutoring in their academic work is interspersed through their work period and another brief classroom session follows at the end of the school day. Full course credits are allowed for both academic areas and additional ones for the work segment.

RESULTS AND ACCOMPLISHMENTS

The Hackensack Career Development Program has attained its objectives for year two and has progressed further than planned. A general operational plan involving ongoing programs and the ability to provide intra-curricular programs during the year has been implemented. This plan is not static, but has served as the major support thrust.

Staff involvement has been enthusiastic and staff members have gone beyond their defined responsibilities to promote the concept of career development as part of the school curriculum.

The use of audio and video hardware has been impressive. Opportunities for involvement with business concerns have been utilized to the fullest. Video tapes of various careers have been made which will be used for years to come. Such equipment has also been used for documenting outstanding intra-curricular programs. The use of this type of approach has also served as a catalyst for promoting further involvement in such activities. An additional benefit derived from the use of such facilities involves the aspect of community relations. Although not specifically a project objective, the "seeing" of school situations has helped to promote the school's image.

A major direction indicated during the second year has been the development and piloting of a formative evaluation system. The system attempted to provide a consistent planning format for each activity to be used by the Program personnel, school personnel, and the business/industry personnel. Monitoring and evaluation information from the staff (as well as cognitive and affective feedback from the participants) was to be included. Such a system was adapted to work with both continuing ongoing as well as intra-curricular activities.

The Locale

The Hackensack Career Development Program is incorporated within the Hackensack Public School System and serves the school children of this community.

Hackensack had a 1970 population of 35,911 within an area of 4.18 square miles, or 2,673 acres. This gives a population density of 13.4 per acre, or approximately 8,600 per square mile.

The population has been gradually increasing: 1960 population--30,521; 1970 population--35,911; and projected 1985 population--50,500. This represents a 15 to 25 per cent gain each decade.

A list of major occupations broken down by employed men and women is presented in Table 1.

TABLE 1

MAJOR OCCUPATIONS

Occupation	Male	Female
Operatives	1,665	979
Clerical	719	1,395
Craftsmen	1,604	59
Professional/Technical	1,044	544
Service	707	536
Managerial/Official	1,008	161
Sales	725	342
Laborer	508	13
Private/Household	13	464
Total	8,540	4,819

EVALUATION

Program Objectives

Objective #1

To make career development education a significant part of the school curriculum at each developmental stage.

Developmental stages have been defined as follows:

Elementary Stage

The elementary stage is generally one of providing experiences where youngsters begin to establish attitude and behavior patterns relative to growth in vocational awareness. These experiences usually include provisions for opportunities in which the individual begins to explore, cope, and clarify feelings of "self" as he interacts with his environment.

Middle School Stage

The middle school stage is a period of broad vocational exploration on a more sophisticated level than the previous stage and leads to a specificity of choices for many students. At this stage, the student is generally more mature regarding the ability to judge his potential more realistically and make relevant educational decisions.

High School Stage

The high school stage is one of study, evaluation, in-depth testing of tentative choices, and development of specific skills according to potential, needs, interests, and opportunities. Orientation and placement in an appropriate "next step" including jobs, further training, and/or continuing education are essential aspects.

At each stage, the school district provides many opportunities for career education to become part of the school curriculum. In each one of the defined stages, the Career Development Center provides support services in assisting in the process of making career education a significant part of the school curriculum. For example, in the senior high school Cooperative Work Program, thirty-one students are participating in the Distributive Education II course, thirty-eight students in Cooperative Industrial Education, fifteen students in Health Occupations, seventeen students in Home Economics, and twenty-eight students in Office Practice. The Career Development Center provides support for this involvement.

A summary of the activities presented for the defined developmental stages is presented in Table 2.

TABLE 2

CAREER ACTIVITIES BY DEVELOPMENTAL STAGE

Stage	Career experience activity	Involvement	
		No. of teachers	No. of students*
Elementary	Speakers	62	1,240
	Visits	77	1,540
	Demonstrations	17	340
	"Hands-on" experiences	43	860
	Media presentation	17	340
	Role-playing	15	300
Middle School	Speakers	12	360
	Visits	21	630
	Media presentation	6	180
Senior School	Speakers	35	1,050
	Visits	23	690
	Media presentation	39	1,170

*approximate

The approach of providing career education experiences at the defined developmental stages parallels research completed by Ginzberg, Roe, and Super. At the elementary stage, the implemented activities serve as a stage for exploration and self-discovery. These activities were implemented not only through the common method of speakers, visitations, and media, but through demonstrations and actual "hands-on" experiences.

It is again noted that the Career Development Center has provided support in terms of the career activities implemented. The Career Center supported all the activities which are documented, and more activities were probably completed.

Objective #2

To provide sequential and continuous career development activities throughout all grade levels from pre-kindergarten to adult education.

Continuing Programs have been defined on pages 16 through 19. These programs were developed for the purpose of providing consistent information

within the defined developmental stage over a longer time frame. Basically, consistency of input directed toward locally-defined goals is the goal for Continuing Programs.

Other major Program support services provided by the Career Development Center include:

Audiovisual Media

How an individual perceives himself and establishes an "operational" self-image is the outgrowth of a multiplicity of experiences and interactions. The opportunity to "see and hear" himself as a means of enhancing the chances for self-identity, rarely a part of the career development experience, can be highly effective in this type of project.

Experiences will be more meaningful when video-playback, audio tapes, or slides are used to complement the learning exercise. This will be particularly true when the student is the "subject," whether the subject is a preschooler or an adult. Audiovisual media involvement during the various broad stages of career development will cut across pre-school to adult levels in order to affect greater interrelatedness of experiences.

Activities

1. Provision of locally-produced audiovisual materials, by initiation or upon staff request.
2. Photograph and/or audio tape using various media, group activities, special information, data pertinent to any staff person's needs.
3. Maintenance of a record of productions and production of a report of available material.

Public Information

Adequate, comprehensive information places the student in a better position to make important vocational decisions. Further, it enhances the understanding of parents, employers, and educators regarding career development.

Activities

1. Preparation of newsletters and other media for school and out-of-school groups.
2. Assistance in the execution of school/industry activities.

3. Development of an appropriate reporting format suitable to the various levels--pre-school to adult.
4. Meetings with parents, community, and PTA groups.
5. Meetings with business, industrial, and labor representatives.

School/Industry Coordination

Students whose education is updated and broadened through an ongoing program of communications with business and industry should be more motivated because of the realistic experiences that result.

Where business, industry, and schools involve themselves in the development of each other's respective resources, the outcome should be more relevant to education and employment.

School/industry coordination involvement cuts across the broad stages from pre-school to adult.

Activities

1. Development of intra-curricular activities cooperatively with classroom teachers.
2. Assistance in the coordination of continuing programs.
3. Provision of appropriate personnel from industry and business to assist educators in the development and evaluation of occupationally-oriented curricula.
4. Conduct of in-service education programs for educators, both during the year and over the summer.
5. Search for areas of educational concern that could be improved more efficiently with community cooperation.
6. Cooperation with industry in the development of in-plant or industry-oriented education projects.

In addition, Continuing Programs implemented at the defined developmental stage include:

Elementary Stage

Technology for Children
a. Pilot units for elementary children

Middle School Stage

Summer Programs of Career Exploration
Introduction to Vocations (regular)

High School Stage

Grade level	Program
9-12	Guidance and Counseling
9-12	Job Placement
9-12	Special Needs--Cooperative Employment Orientation
11-12	Cooperative Vocational Education: Industrial Education Office Occupations Home Economics Distributive Education
12	Short-term Occupational Preparation
12	Employment Orientation
9-12	Pre-Vocational for Alienated Youth
10-12	Pre-Vocational Industrial Preparatory
12	Job Fair
9-12	Career Resource Center
9-12	Summer Remedial Instruction and On-the-Job Training Program
9-12	Proprietary School Fair

Objective #3

To establish a working model of a Career Development Center functioning within a school system which involves community agencies.

The Program has opened lines of communication and has actively involved a large number of agencies in career development activities. A sampling of these contacts follows by category. A complete listing of all contacts is available in the Program office.

1. Community Affairs
2. Continuing Education
3. Vocational-Technical Schools
4. State Department of Education
5. Department of Labor
6. Municipal and County Government
7. Business/Industry/Labor

A further description of the involvement through community agencies can be found by examination of all the activities related to Intra-Curricular Projects. This complete list is available in Appendix A.

More intensified community involvement was established at the high school, sponsored jointly by the Career Development Center and the Social Studies Department. It was aimed at giving eleventh grade students career exposure in governmental and social service work. The Program called for students to spend a full week at a city department or social service agency observing and participating in various types of jobs. The students could choose from among some fifteen agencies or city departments. Because participation in the Program meant missing a week of school work, it was offered on a voluntary basis.

Approximately ninety students chose to participate. A survey conducted among the students showed that the great majority of those who chose not to participate did so because they felt it would be too difficult to catch up with missed school assignments. Most said they would have otherwise liked to participate in such a program.

All students who did participate were asked to evaluate their experiences upon their return to school. In general, their responses were most favorable and encouraging for the future possibilities of programs like this. Over 80 per cent of the students responded that the week's experience had been of value to them. Over 60 per cent said that it had made them aware of more career possibilities. Almost 80 per cent felt the work they did for the agency had been of value to the community. Perhaps most significant is the fact that some 20 per cent of the students said that their career plans had been influenced by the experience. In a number of cases, the students have continued to do volunteer work at these agencies in their free time.

The agencies were also asked to evaluate students in terms of their work and attitudes. The responses were overwhelmingly favorable.

Appendix B documents the agencies participating in the community volunteer program, while Appendix C presents responses to the Center related to the Program and Appendix D presents a sample of student evaluation forms collected from this Program.

Objective #4

To study the impact of career development activities on students.

To provide appropriate continuous feedback related to the planning, implementation, and effectiveness of the Career Development Program in working with short-term projects and Continuing Programs, a package monitoring and evaluation system was developed. The system specifically examined experiences presented to students. Such experiences consisted of field trips, guest speakers, career units, demonstrations, and utilization of media.

Initially, planning was emphasized and eight general planning areas were defined:

1. description of products or services and how they are produced or rendered
2. job classifications
3. working conditions
4. personal rewards
5. qualifications for employment
6. personal interaction with workers or visitors
7. experimentation with equipment or process
8. demonstration of product or service

For each of the general planning areas, the specific content of experiences and comments concerning expected outcomes were defined. For planning, it was suggested, if possible, that the teacher, the provider of information, and the Career Development Program person discuss the areas defined and decide what would be covered during the career development experience.

A third section of the report focused on preliminary activities and follow-up activities which the classroom teacher might incorporate into the programs. These ideas would be discussed between the teacher and the Career Development personnel and communicated to the provider of information.

Following the career experience, the Career Development representative and the classroom teacher would complete the monitoring section opposite the planned input. The monitoring based upon planned input was then judged, and markings were made into one of three areas: did not meet expectations, partially met expectations, or expectations were met.

After monitoring was completed, the Career Development representative and the classroom teacher would then meet to plan evaluation activities and use of specific instruments. These instruments would include one or more of the following:

1. Documentation of the "Basis for Evaluation" judgments on the Cognitive Instrument (grades kindergarten through five).
2. Specification of individual or class evaluation on the Cognitive Instrument (grades kindergarten through five).
3. Completion of the Affective Instrument (grades kindergarten through five).
4. Completion of the Affective Instrument (grades six through twelve).

The complete planning, monitoring, and evaluation system is presented in Appendix E. Figure 3 presents the system schematic.

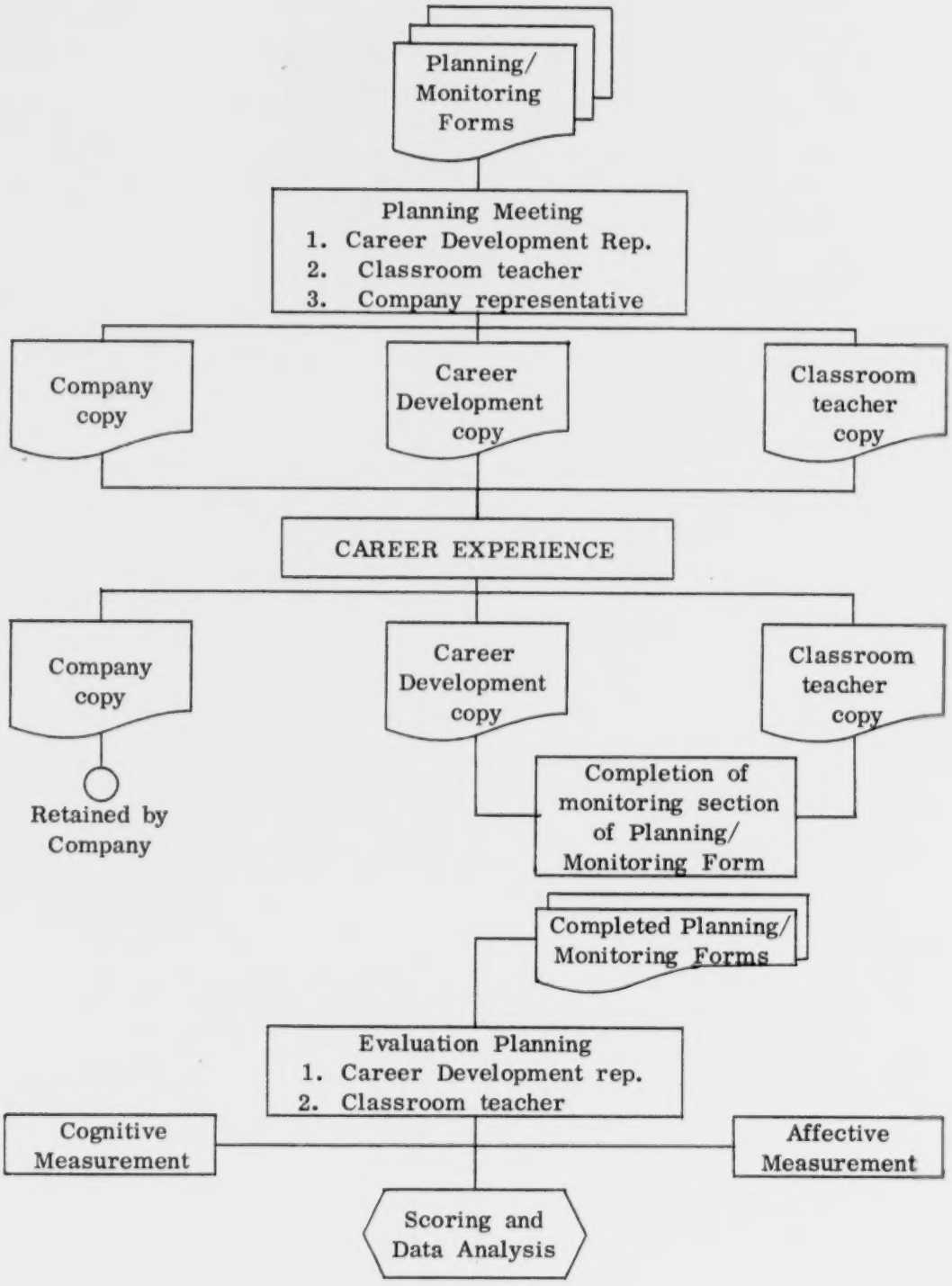

FIGURE 3.

SYSTEM SCHEMATIC

The use of the system was not incorporated into the monitoring of a large percentage of the Program activities. This was especially true for the elementary activities where only a very few monitoring forms were completed. Problems arose because of the time involved in coordinating the use and the limited amount of training provided in the actual use of the instrument.

It was noted from the teacher input form that the communication and planning proposed by the implementation of the Planning, Monitoring, Evaluation Instrument were valid. Nearly all of the suggestions and recommendations completed on the career development evaluation forms could have been made prior to the activity. The planning concept is valid and the staff will need to make decisions regarding the worth of the time needed to complete the planning document versus implementation of many activities without planning input from all parties involved. Cognitive and affective data were collected on a much greater percentage of cases.

A summary of the monitoring forms completed is presented in Table 3.

TABLE 3

SUMMARY OF MONITORING FORMS

Activities	Grade level	Planned	Preliminary not met	Activities partially met	Met
Medical Technician (visit)	4	4	0	0	0
Pharm. Technician (visit)	4	8	0	0	8
Animals--Speaking on Dog Obedience	1	3	0	0	3
EC Design (cabinet makers)	0	11	3	3	5
Mack Wayne Plastic Plant (visit)	-	15	0	3	12
EKG Technician (speaking)	7	16	0	0	16
Howard Johnson's kitchen	7	1	0	1	0
Howard Johnson's kitchen	7	1	0	0	1
Meat Packing Plant (visit)	7	13	5	4	4
New Jersey Bell Telephone (visit)	8	22	6	13	3
Social Worker (speaking)	8	19	0	2	17
Medical Doctor (speaking)	10	20	20	0	0
Joe De Falco	10-12	15	1	0	14
Physicians Club (visit)	10-12	16	-	-	-
Physicians Club (visit)	10-12	21	5	0	16
Mrs. Ellis	11	9	1	3	5
James Payne	11	16	3	0	13
Bloomingdale's (speaking)	11	17	-	-	-
Cooking (speaking)	11	8	-	-	-
Nabisco R & D (speaking)	11	21	0	4	17
Nabisco (speaking)	11	20	0	0	20
P. Kraus (U.N.)	11-12	21	4	1	16
Custom Communications (video tape)	11-12	20	1	1	18
Bloomingdale's Fashion Manager (speaking)	11-12	17	0	5	12
Bloomingdale's Fashion Manager (visit)	11-12	13	-	-	-
TOTAL		347	49	40	204

Of the planned activities, 59 per cent were judged as completely met, 12 per cent were judged as partially met, 14 per cent were judged as not being met, and in 15 per cent of the cases, monitoring activities were planned but not completed. It is also noted that nearly five hundred activities were completed during the year and approximately 10 per cent were accompanied by monitoring information.

Objective #5

To make career development activities applicable to every student category including all special needs groups.

Career development activities for special needs groups have followed the same implementation procedures as for students in the regular school programs. Special groups eligible for participation in these activities include:

1. trainable classes
2. educable classes (elementary)
3. deaf program classes
4. immature, emotionally disturbed classes
5. students in the social adjustment program classes
6. educable classes at the high school

All activities have been documented for the special education classes at Jackson Avenue and at the senior high school levels. These activities are included in Appendix A.

Objective #6

To provide students with a broad and accurate knowledge of occupations and career opportunities.

Five cognitive objectives were developed for grades kindergarten through five and one cognitive objective was developed for grades six through twelve. The specific objectives are documented in Appendix E. Scores were compiled according to the scoring and data analysis guidelines and recorded for each set of data. The complete data set is recorded in Table 4 by activity and grade level.

TABLE 4

COGNITIVE SCORES BY ACTIVITY AND GRADE LEVEL

Activity	Grade level	Cognitive score
Visitation	Special Education L. E.	100
Speaking	Special Education L. E.	100
Visitation	Pre-kindergarten	100
Visitation	Pre-kindergarten	100
Speaking	First	75
Visitation	First	75
Speaking	First	80
Visitation	First	100
Speaking	First	100
Speaking	First	100
Speaking	First	100
Speaking	First	100
Speaking	First	100
Speaking	Second	100
Speaking	Second	60
Visitation	Second	100
Visitation	Second	100
Visitation	Second	80
Visitation	Second	100
Visitation	Second	100
Speaking	Second	100
Visitation	Second	100
Visitation	Second	100
Visitation	Second	67
Speaking	Second	100
Speaking	Second	60
Speaking	Third	100
Speaking	Third	100
Visitation	Third	100
Visitation	Fourth	100
Speaking	Fourth	100
Speaking	Fourth	100
Speaking	Fourth	100
Visitation	Fourth	100
Speaking	Fourth	80
Speaking	Fourth	75
Speaking	Fourth	100

TABLE 4 (Continued)

COGNITIVE SCORES BY ACTIVITY AND GRADE LEVEL

Activity	Grade level	Cognitive score
Speaking	Fourth	50
Visitation	Fourth	100
Speaking	Fourth	100
Visitation	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Speaking	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Visitation	Fourth and Fifth	100
Speaking	Fifth	80
Speaking	Fifth	100
Visitation	Fifth	100
Visitation	Sixth	100
Visitation	Sixth	96
Speaking	Sixth, Seventh, Eighth	100
Speaking	Sixth, Seventh, Eighth	100
Visitation	Seventh and Eighth	100
Speaking	Seventh and Eighth	95
Visitation	Unknown	78
Visitation	Unknown	78
Visitation	Sixth	95
Speaking	Seventh	94
Visitation	Eighth	80
Speaking	Eighth	74
Speaking	Tenth	88
Speaking	Tenth, Eleventh, Twelfth	90
Visitation	Tenth, Eleventh, Twelfth	88
Visitation	Tenth, Eleventh, Twelfth	97
Speaking	Eleventh	50
Speaking	Eleventh	50
Speaking	Eleventh	53
Speaking	Eleventh	60

TABLE 4 (Continued)

COGNITIVE SCORES BY ACTIVITY AND GRADE LEVEL

Activity	Grade level	Cognitive score
Speaking	Eleventh	88
Speaking	Eleventh	81
Speaking	Eleventh and Twelfth	65
Visitation	Eleventh and Twelfth	91
Speaking	Eleventh and Twelfth	88
Visitation	Eleventh and Twelfth	74

The data indicate that the majority of the scores were above 70 per cent correct. Only in the middle and senior high school data samples did the scores indicate a wider dispersion. Scores for the senior high school students averaged approximately 76 per cent correct; middle school students averaged approximately 93 per cent correct; while elementary school students averaged approximately 92 per cent correct. Evaluation procedures tended to be individually administered at the middle and senior high school levels and to the group at the elementary school level.

Cognitive data did indicate objective attainment at the indicated proficiency level (80 per cent) for the elementary and middle school students. Senior high school students did not obtain the 80 per cent proficiency, but were very close at 76 per cent correct.

Objective #7

> To increase students' awareness of themselves, their interests, and aptitudes relative to work.

Affective feedback corresponds to performance objective #6 for students in grades kindergarten through five. The performance objective as stated in the career experience planning, monitoring, and evaluation system was:

> During the 1971-72 program year, students participating in the Career Development Program will respond positively (with a proficiency greater than or equal to 80 per cent) toward the career experiences as measured by the student affective instrument.

Table 5 presents, by activity and grade level, the scores of the students when they were assessed by this instrument.

TABLE 5

AFFECTIVE SCORES BY ACTIVITY AND GRADE LEVEL

Activity	Grade level	Affective score
Speaking	Kindergarten	82
Speaking	Kindergarten	92
Visitation	First	90
Visitation	First	88
Visitation	First	88
Speaking	First	89
Speaking	First	85
Speaking	First	93
Speaking	First	91
Speaking	First	91
Speaking	First	84
Speaking	First	85
Speaking	First	87
Speaking	First	92
Visitation	Second	77
Visitation	Second	74
Visitation	Second	84
Visitation	Second	76
Visitation	Second	94
Speaking	Second	91
Visitation	Second	85
Visitation	Second	81
Visitation	Second	68
Speaking	Second	96
Speaking	Second	97
Project	Third	41
Visitation	Third	90
Speaking	Fourth	56
Speaking	Fourth	97
Speaking	Fourth	94
Speaking	Fourth	83
Visitation	Fourth	68
Visitation	Fourth	75
Speaking	Fourth	89
Speaking	Fourth	70
Speaking	Fourth	95
Speaking	Fourth	77

TABLE 5 (Continued)

AFFECTIVE SCORES BY ACTIVITY AND GRADE LEVEL

Activity	Grade level	Affective score
Visitation	Fourth	83
Speaking	Fourth	86
Visitation	Fourth, Fifth	87
Speaking	Fifth	88
Visitation	Fifth	89
Visitation	Unknown	72
Visitation	Unknown	92
Speaking	Unknown	92
Visitation	Sixth	77
Speaking	Seventh	81
Visitation	Seventh	49
Visitation	Seventh	72
Visitation	Seventh	74
Visitation	Eighth	49
Speaking	Eighth	82
Speaking	Eighth	81
Speaking	Tenth	84
Speaking	Tenth through Twelfth	75
Visitation	Tenth through Twelfth	86
Speaking	Eleventh	78
Speaking	Eleventh	86
Speaking	Eleventh	85
Speaking	Eleventh	62
Speaking	Eleventh	89
Speaking	Eleventh	82
Speaking	Eleventh, Twelfth	73
Visitation	Eleventh, Twelfth	83
Speaking	Eleventh, Twelfth	63
Visitation	Eleventh, Twelfth	68

Of the forty-two measures from the elementary schools, approximately 76 per cent met the criterion of 80 per cent of greater positive response. For the middle school, approximately 38 per cent of the measures met the objective; while at the senior high school level, 54 per cent of the

measures met the 80 per cent criteria established in the objective. Overall affective measures were collected on approximately 10 per cent of the total career development experiences presented.

Objective #8

To help students in developing decision-making skills necessary for a sound vocational choice.

The purpose of the Continuing Programs and Intra-Curricular Activities was to provide experiences where elementary students could participate in a period of exploration and self-discovery. The middle school program would involve exploration on a more sophisticated level leading to greater specificity of goals based upon expanded knowledge of individual skill potential and greater self-awareness. The high school activities would then involve the study, evaluation, and in-depth testing of tentative choices and expanded development of specific job skills in preparation for employment and/or continuing education.

Although developing decision-making skills is an important sequential concept, the importance at the high school level is noted. In planning the Intra-Curricular Activities, the Hackensack staff attempted to incorporate this concept at all levels.

After completing the programs, the Career Development staff rated each activity in terms of whether or not the activity would assist in decision-making related to sound vocational choices.

Of the activities reviewed (middle school and high school programs), approximately 98 per cent of the activities were rated as providing information for decision-making toward a sound vocational choice.

Asterisks corresponding to the activities for the middle and high school (see Appendix A) indicate activities related to decision-making.

Activities related to objective #3 also contributed to decision-making. It is noted that the evaluation forms for this activity specifically focused upon the value toward decision-making (see item #3, Appendix D).

Objective #9

To influence teachers to think of career development activities as a necessary part of all course content.

Appendix A presents the complete scope of Intra-Curricular Career Development activities presented during the 1971-72 school year.

For the elementary grades, the basic data presented have been related to the career areas associated with a wide variety of product and service-related activities. Table 6 presents the number of experiences associated with each career area by grade level.

TABLE 6

ELEMENTARY CAREER EXPERIENCES BY GRADE LEVEL

Grade level	Number of career experiences	Number of students*
Pre-kindergarten	12	120
Kindergarten	18	250
First	53	1,050
Second	39	800
Third	51	1,100
Fourth	38	950
Fifth	51	1,200
Total	262	5,470

*approximate

Career experiences related to the middle and senior high school students have been summarized by department within each school unit. This information is presented in Table 7.

TABLE 7

MIDDLE AND SENIOR HIGH SCHOOL CAREER EXPERIENCES BY DEPARTMENT

	Total number of career experiences	Number of students*
Middle School		
Art	1	10
English	7	250
Home Economics	1	175
Industrial Arts	4	80
Science	12	415
Social Studies	14	535
Senior High School		
Art	2	20
Business Education	12	305
English	16	400
Business Education	2	45

TABLE 7 (Continued)

MIDDLE AND SENIOR HIGH SCHOOL CAREER EXPERIENCES BY DEPARTMENT

	Total number of career experiences	Number of students*
Senior High School (cont.)		
Foreign Language	8	475
Home Economics	8	125
Industrial Arts	6	185
Mathematics	6	120
Music	1	12
Physical Education	3	160
Science	13	240
Social Studies	9	160
Special Education	2	15

*approximate

In addition to involvement through Intra-Curricular Activities, the Career Experience Planning/Monitoring Form provided teacher input into three areas: planning, monitoring, and evaluation. These responsibilities were documented in the following three process objectives.

Process Objective #1 (Planning)

Prior to the career experience, a Career Development representative, the classroom teacher, and a representative of the company or organization will complete the planning section of a Career Experience Planning/Monitoring Form as follows:

1. Indicate the type and nature of the career experience on the top of the Career Experience Planning/Monitoring Form.
2. Indicate by checking in the designated spaces which items do not apply to the particular career experience.
3. For applicable items, a short statement of planned content and expected student behavioral outcomes should be noted.

   Example: Field Trip to Fire Station
   Nature of Product/Service: Services include (a) fire protection, (b) rescue operations. Students should know both services.

4. For applicable items, check marks should be made in designated columns to indicate those items for which preliminary activities are planned, and those items for which follow-up activities are planned.

Process Objective #2 (Monitoring)

Following the career experience, the Career Development representative and the classroom teacher will complete the monitoring section of the Career Experience Planning/Monitoring Form, indicating in the space provided for each applicable item the extent to which the career experience met expectations.

Process Objective #3 (Evaluation)

After monitoring has been completed, the Career Development representative and the classroom teacher will meet to plan evaluation activities and use of specific instruments as evidenced by:

1. documentation of the "Basis for Evaluation" judgments on the Cognitive Instrument (grades kindergarten through five).
2. specification of individual or class evaluation on the Cognitive Instrument (grades kindergarten through five).
3. completion of the Affective Instrument (grades kindergarten through five).
4. completion of keys for the Cognitive Instrument (grades six through twelve).
5. use of the Affective Instrument (grades six through twelve).

As documented under objective #6, the Planning, Monitoring, Evaluation Form was completed for approximately 10 per cent of the career activities. It is also noted that the majority of the forms completed were completed for the middle and senior high schools. A second evaluation procedure was used for follow-up on the elementary level.

A review of the suggestions and recommendations from the evaluation forms revealed that the teachers did have many valid points to make. Further study of these recommendations and suggestions indicated that many of the comments documented by the teachers would have been useful for planning the career experience activities.

Objective #10

To provide opportunities for job placement of eligible students in the Hackensack Public Schools.

The job placement component has provided a variety of activities at the senior high school level related to career information as well as providing services specifically related to entering the labor market. Both of these major inputs are documented in Appendix A.

Table 8 presents a detailed breakdown of the activities related to the job placement component.

TABLE 8

JOB PLACEMENT ACTIVITIES

1971-72	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March
Number of individual counseling sessions	68	68	64	76	55	60	72
Number of group counseling sessions	6	5	5	13	13	8	7
Visits to business and industry	16	12	14	8	9	2	11
Number of students referred for employment	52	55	43	22	42	48	67
Number of students placed in employment	48	46	24	16	13	19	28
Number of students referred/placed in further education training and dropouts	1	1	1	4	3	2	9
Number of on-the-job observations	16	12	5	3	3	4	6
Meetings attended this month	4	8	5	2	10	4	15
Parents and/or teachers discussions	3	5	6	7	26	23	32
Number of adults referred to Adult Education/GED	1	1	4	3	2	1	4
Number of referrals to other agencies	2	3	4	4	6	3	9
Number of adults requesting service	3	0	0	1	7	6	8
Number of adults placed	3	0	0	1	3	6	8
Mini-Trips	1	3	1	2	1	2	3
Follow-ups on students placed	35	31	20	12	11	12	26
Number of students registered during the month	68	68	64	76	55	60	72
Number of students employed during the month	48	47	24	16	13	19	28
Number of adults employed during the month	0	0	0	1	3	1	3
Average hourly rate during the month	$1.85	$1.85	$1.85	$2.25	$3.00	$3.00	$3.00
Average hours per day during this month	5	5	5	5	5	5	5

Overall activities could be summarized in the following twelve points:

1. Addresses to service clubs, civic groups, church groups, and related organizations informing them of the Career Development Program and its purpose.

2. Over one hundred visits to prospective employers for job development and information.

3. Over five hundred telephone contacts with business and industry for job development and information.

4. Enlistment of the cooperation of the New Jersey Employment Service, the New Jersey State Rehabilitation Bureau, and the Manpower "Apprentice Outreach" Program in giving tests, employment counseling, and job placement to dropouts, graduates, and current students.

5. Organization of a Job Fair for seniors in conjunction with the Hackensack Chamber of Commerce. This involves more than twenty firms sending representatives to the high school to conduct job interviews.

6. A follow-up of the Job Fair.

7. Organization of an intensive training program for high school seniors in cooperation with the local Manpower Training Center.

   Nineteen girls participated in the dental assistant's program; eighteen boys and one girl participated in the graphic arts program; two girls participated as keypunch operators; one girl participated as a clerk–typist; one boy participated in the machine shop program; four boys participated in the welding program; and one boy participated in the sheet metal program.

8. Attendance at special meetings conducted by the Vocational Division of the New Jersey State Department of Education.

9. Attendance at conferences at schools of higher learning.

10. Conducting groups of students on field trips to various places of employment to make them more aware of the types of work available.

11. Cooperation with guidance counselors and Cooperative Work Program personnel at the high school regarding employment and locational training for students.

12. Development of the Proprietary School Fair "Next Step"
    a. technical
    b. trade
    c. business

In addition to the extensive involvement at the senior high school level, a career development employment bureau was initiated as a special program in the fifth grade. The program description, general process objectives, and operational steps are described below.

The Fifth Grade Program

An employment bureau and the provision of opportunities for on-the-job and in-school experiences are means for providing fifth grade students with career education on a more individualized basis. These students (trainees) would report to various specialty teachers in the school (supervisors) for training and work activities. The supervisors will write a job description and title for each job, including the skills and job tasks to be learned, and determine the desired qualifications. The duration of the work period might initially be between two and three months, with options for changing jobs or renewal at the end of that period.

Objectives

1. To provide students with particular talents and aptitudes with an opportunity to learn and perform related work tasks under the supervision of school personnel in specialty areas.
2. To familiarize students with world-of-work employment procedures such as filling out an application, using an employment bureau, going for an interview, and keeping time cards.
3. To develop a positive attitude toward punctuality, regular attendance, and assumed responsibility.

Operational Steps and Descriptions

1. Jobs posted in classified ad format on a C.D.C. bulletin board at the school.
2. Initial interview with employment counselor to determine student's interest and job possibilities. Application form filled out.
3. Referral to appropriate supervisor for interview.

4. Post–interview with employment counselor to discuss outcome of meeting with staff member and possible re-direction if necessary.

5. Job descriptions posted on C.D.C. bulletin board.

6. Open to fifth grade students.

7. Duration of employment: two to three months with option for renewal at end of period.

8. Working hours: during, before, or after school, as determined by supervisor with approval of student's assigned teacher. Trainees keep time cards.

9. Supplementation: a field trip related to the job arranged for students and supervisor twice yearly (January and June).

CONCLUSIONS AND RECOMMENDATIONS

The Hackensack Career Development Program has attained the objectives for the second interim period.

It is recommended by the evaluator that the Program:

1. involve all staff members in a review of the Planning, Monitoring, Evaluation Form and revise the form to be completely practical in working with both continuing and short-term Career Development Projects.

2. continue involvement with the regular school staff for incorporation of career development concepts into the regular school curriculum.

3. explore curriculum development components of other career development projects and initiate procedures for incorporation into the regular school curriculum.

4. continue dissemination of Program results and the Program approach implemented to provide students with career education information.

5. explore career development activities of other funded career development programs and assess the Hackensack Public Schools to determine the feasibility of implementation.

6. continue to consider the relation to theory and practicality of materials developed during the initial program year and materials investigated during the second operational year. Results from such efforts should be incorporated into the third year's operational plan.

7. continue to follow up students' perceptions and utilizations of career development information.

8. emphasize career development at each developmental level, but especially stress involvement at the middle school where the involvement has been less than at the other levels.

APPENDIX A

CAREER DEVELOPMENT ACTIVITIES

TECHNOLOGY FOR CHILDREN

Jackson Avenue Special Education

Grade/Method	Activity	Number of students	Teacher
Kindergarten			
Hands-on	Biology: Conditioning	11	Lavin
Hands-on	Conditioning experiments	11	Lavin
Hands-on	Building mice cages	2	Lavin
Hands-on	Building ant farm	11	Lavin
Hands-on	Jewelry-making	11	Lavin
Visit	Fish hatchery	12	Lavin
Visit	Light factory	12	Lavin
Visit	Franklin Mineral Mines	12	Lavin
First			
Hands-on	Cardboard carpentry	25	Aulisio
Visit	Milkmobile visit	25	Aulisio
Hands-on	Making butter	25	Aulisio
Hands-on	Making custard	25	Aulisio
Hands-on	Making pudding	25	Aulisio
Hands-on	Making ice cream	25	Aulisio
Demonstration	Use of Fisher-Technik Toys		Aulisio
Demonstration	Use of Fisher-Technik Toys		Aulisio
Demonstration	Handling of carpentry tools		Aulisio
Visit	Bakery	26	Aulisio
Visit	Dairy farm	26	Aulisio
Talk	Bergen County Feed Extension Service	26	Aulisio
Second			
Hands-on	Making candle holders	30	Franck
Hands-on	Building bird feeders	4	Franck
Film	Ecology	30	Franck
Hands-on	Planting kits	30	Franck
Hands-on	Hydroponic planting	2	Franck
Hands-on	Testing river water for pollution	30	Franck
Film	"The Ecologist"	22	Franck
Talk	Birds	30	Franck

TECHNOLOGY FOR CHILDREN (Continued)

Jackson Avenue Special Education

Grade/Method	Activity	Number of students	Teacher
Second (Continued)			
Visit	Bergen County Wildlife Ctr.	30	Franck
Hands-on	Soap sculpture	13	Franck
Third			
Hands-on	Silk Screen Unit: Formation of "Dealers"	24	Len
Visit	Representative, greeting card company	24	Len
Hands-on	Making silk screen	24	Len
Hands-on	Making cards	24	Len
Hands-on	Making stores	24	Len
Hands-on	Hydroponic planting	4	Len
Demonstration	Use of sewing machine	24	Len
Hands-on	Puppet making	24	Len
Hands-on	Map making	24	Len
Visit	Envelope company	23	Len
Visit	Sewing factory	24	Len
Visit	Furniture factory	23	Len
Fourth			
Hands-on	Photography	23	Zisa
Hands-on	Model rocketry	2	Zisa
Hands-on	Newspaper, "Jackson Weekly"	23	Zisa
Demonstration	Use of sewing machine	23	Zisa
Hands-on	Making aprons	23	Zisa
Hands-on	Candlemaking	23	Zisa
Hands-on	Making chili	10	Zisa
Hands-on	Hydroponic planting	1	Zisa
Demonstration	Sewing machine operation	24	Zisa
Hands-on	Growing seeds	24	Zisa
Visit	Greenhouse	24	Zisa
Fifth			
Talk	Electricity	21	Cooke
Hands-on	Carpentry projects	21	Cooke
Hands-on	Building electric motors	2	Cooke

TECHNOLOGY FOR CHILDREN (Continued)

Jackson Avenue Special Education

Grade/Method	Activity	Number of students	Teacher
Fifth (Continued)			
Hands-on	Building circuit motors	4	Cooke
Hands-on	Building Geniac Computer	3	Cooke
Visit	Bergen County generating station	23	Cooke
Hands-on	Carpentry	23	Cooke
Visit	Edison Museum	23	Cooke
Hands-on	Making speakers for radios	4	Cooke
Visit	CBS	23	Cooke
Talk	Public service	23	Cooke
Hands-on	Setting up radio station	23	Cooke
Hands-on	Radio wiring	23	Cooke

Broadway

Grade/Method	Activity	Number of students	Teacher
First			
Hands-on	Math aides using carpentry tools	22	Pearlman
Media present.	Slides on candy factory	23	Pearlman
Hands-on	Simple machines	22	Pearlman
Hands-on	Cooking	22	Pearlman
Hands-on	Copper tooling on wood	22	Pearlman
Hands-on	Candy factory	21	Pearlman
Hands-on	Neighborhood map making	21	Pearlman
Hands-on	Weaving	21	Pearlman
Second			
Hands-on	String art pictures	21	Scherer
Hands-on	Model airplanes	22	Scherer
Hands-on	Creative stitchery	20	Scherer
Hands-on	Cardboard carpentry	23	Scherer
Hands-on	Making cheeseboards	24	Scherer

TECHNOLOGY FOR CHILDREN (Continued)

Broadway

Grade/Method	Activity	Number of students	Teacher
Third			
Hands-on	Napkin holders	24	Tschudin
Hands-on	T-puzzles	24	Tschudin
Hands-on	Sneaker holders	24	Tschudin
Talk	Sewing	24	Tschudin
Hands-on	Building puppet stage	24	Tschudin
Visit	Edison Museum	24	Tschudin
Hands-on	Making lamps	24	Tschudin
Hands-on	Battery and bulb kit	24	Tschudin
Fourth			
Hands-on	Puppet stage	10	Quant
Hands-on	Making puppets	24	Quant
Hands-on	Demonstration of puppet making	24	Quant
Hands-on	Bird feeders	10	Quant
Fifth			
Media	Science Sounds, playing records	24	DiPeri
Hands-on	Making musical instruments	24	DiPeri

CAREER CLUBS

School/Activity	Number of students	Teacher
Mt. Olive		
Sewing aprons	15	Clay
Electronics: radio kits	15	Clay
Visit Bergen County Glass Installers	21	Clay
St. Francis		
Baking, serving, hostessing	25	Parcioseppe
Play-acting	30	Parcioseppe
Music as a profession	125	Parcioseppe/ Barrardo
Plastic	50	Parcioseppe/ Barrardo
Sewing	25	Parcioseppe
Store management		Parcioseppe
Tour of Bergen Technical School	9	Parcioseppe/ Barardo
Holy Trinity		
Carpentry	19	Wolanski
Baking, serving, hostessing	25	Sister Anne
Knitting, crochet	25	Schider
Store management	25	Schider
Photography	25	Sister Emily
Immaculate Conception		
Baking	21	Zoch
Candle making	23	Zoch
Gardening	25	Zoch
Plastics	25	Zoch
Store management	25	Zoch

PAROCHIAL SCHOOLS

Immaculate Conception

Grade/Method	Activity	Number of students	Teacher
Kindergarten			
Visit	Fire department	15	Simunovich
Visit	Hackensack hospital	15	Simunovich
First			
Visit	Fire department	14	Flanagan
Visit	Hackensack hospital	14	Flanagan
Second			
Visit	Tour of Milburn Playhouse	16	Chaudron
Third			
Visit	Tour of Milburn Playhouse	17	Kelly
Fourth			
Visit	Teterboro Airport	15	Gul
Fifth			
Visit	Hackensack hospital	22	Gauron
Sixth			
Visit	Newspaper	21	Schueller
Seventh			
Visit	Bergen County Court House	25	Zoch

PAROCHIAL SCHOOLS (Continued)

Holy Trinity

Grade/Method	Activity	Number of students	Teacher
Kindergarten			
Picture Booklets	"What I Want to be when I Grow Up"	15	Jordan
First			
Talk	Careers in nursing	73	Sister Dorothy
Second			
Visit	Police and Fire depts.	34	Hrubee
Third			
Film Strips	Weather forecasting	37	Sister Michael
Visit	Post office	35	Whelan
Fourth			
Visit	Tour of Newspaper	36	Firdirka
Fifth			
Visit	Hackensack hospital	24	Sister Virginia
Sixth			
Talk	Television taping	18	Sister Mary Ann
Visit	Photography	21	Sister Mary Ann
Seventh			
Visit	Courthouse	17	Sister Mary Ann

ELEMENTARY SCHOOLS

Fairmount

Grade/Method	Activity	Number of students	Teacher
Kindergarten			
Talk	Career in Dentistry	39	Mehaftey
Talk	Career in Dentistry	39	Smith
Talk	Career in Dentistry	38	Girardi
First			
Talk	Health Occupations	37	Costello/ McBride
Talk	Careers Involving Pets	37	Costello/ McBride
Talk	Careers in Dentistry	24	Garchinsky
Talk	Careers in Dentistry	12	McBride
Talk	Careers in Dentistry	25	Costello
Talk	Careers in Dentistry	25	Garland
Talk	Careers in Dentistry	23	Mastraneolo
Talk	Careers in Dentistry	23	Sulhra
Talk	Careers in Arts and Crafts	24	Garchinsky
Visit	Store management	24	Garchingky
Talk	Mother and Father careers	25	Costello
Visit	Bus tour of Hackensack	42	Costello/ McBride
Second			
Visit	Bakery	15	Reilly
Visit	Lunch counter operation	12	Reilly
Visit	Community services	133	*
Visit	Rutgers Farm	12	Reilly
Film	Careers in Transportation		**
Third			
Talk	Dental Careers	12	Galante
Talk	Dental Careers	30	McCormack
Talk	Dental Careers	30	Fleming
Talk	Dental Careers	29	Selser
Talk	Dental Careers	30	Ross

*Mauthe, Hammel, Betto, Kawiatkowski, Karavella
**Mauthe, Betto, Karavella, Hammel KawiatKowski

ELEMENTARY SCHOOLS (Continued)

Fairmount

Grade/Method	Activity	Number of students	Teacher
Third (Continued)			
Talk	Dental Careers	32	Long
Talk	Careers in Horticulture/ Agriculture	32	Long
Talk	Careers in Horticulture/ Agriculture	12	Galante
Talk	Careers in Horticulture/ Agriculture	30	Ross
Talk	Careers in Horticulture/ Agriculture	30	Fleming
Talk	Careers in Horticulture/ Agriculture	30	Selser
Talk	Careers in Horticulture/ Agriculture	30	McCormack
Fourth			
Talk	Health Occupations	28	Toscano
Talk	Airline pilot and stewardess	28	Forbes
Visit	Cheese factory	23	Forbes
Visit	Hackensack photography	51	Davis/ Toscano
Visit	Mobil Man Music Repair Shop	25	Donelian
Talk	Newspaper representative	28	Davis
Visit	Bloomingdales	28	Toscano
Fifth			
Visit	Tour of NBC studios	26	Flynn
Demonstration	Radio kits	56	Flynn/ Aqualina
Visit	Tour of Metropolitan Opera House	28	Aqualina
Talk	Play director	28	Aqualina
Talk	Telephone representative	140	All fifth grades
Visit	Courthouse	38	Alamia/ Montessano
Talk	Dental Careers	28	Flynn
Talk	Dental Careers	28	Polifrone

ELEMENTARY SCHOOLS (Continued)

Fairmount

Grade/Method	Activity	Number of students	Teacher
Fifth (Continued)			
Talk	Dental Careers	30	Aqualina
Talk	Dental Careers	26	Alamia
Talk	Dental Careers	28	Jones
Talk	Dental Careers	13	Montessano
Visit	Opera program	24	Donelian
Visit	Music repair shop	24	Donelian
Visit	Button Mechanic Shop	12	Montessano

Jackson

Grade/Method	Activity	Number of students	Teacher
Pre-kindergarten			
Talk/role-playing	Dental Careers	30	Cooper
Kindergarten			
Talk	Dental Careers	40	Anlissio
Demonstration	Rug making	14	Garner
Third			
Demonstration	Lamp making	12	Lavin
Talk	Dental Hygienist	14	Garner
Talk	Dental Hygienist	12	Lavin
Talk	Dental Hygienist	25	Len
Demonstration	Lamp making	14	Lavin
Fifth			
Talk	Dental Careers	26	Cooke
Video tape	Dental Careers	26	Cooke

ELEMENTARY SCHOOLS (Continued)

Beech

Grade/Method	Activity	Number of students	Teacher
Pre-kindergarten			
Talk	Dentist	32	Solomon
Visit	Hackensack hospital	37	Solomon
Role-playing	Nurses and Doctors	37	Solomon
Kindergarten			
Talk	Dentist	22	Eliezer
Talk	Dentist	20	Brooks
First			
Talk	Dentist	23	Scullion
Talk	Dentist	23	Jackson
Talk	Dentist	25	Blumbing
Talk	Dentist	23	Grose
Demonstration	Gymnastics/wrestling	20	Scullion
Talk	Cartoonist	20	Scullion

Hillers

Grade/Method	Activity	Number of students	Teacher
Pre-kindergarten			
Visit	Bakery	30	Marx
Video tape	Television production	15	Marx
Demonstration	Spinnin	18	Marx
Visit	Sheep shearing	20	Marx
Visit	Switchboard	35	Marx
Kindergarten			
Visit	Careers in Dentistry	22	Kasavich
Visit	Careers in Dentistry	21	Irio
Visit	Cartoonist	73	Kasavich/ Irio

ELEMENTARY SCHOOLS (Continued)

Hillers

Grade/Method	Activity	Number of students	Teacher
First			
Visit	Careers in Dentistry	28	Bloom
Visit	Careers in Dentistry	27	Mastrongdo
Visit	Careers in Dentistry	25	Post
Visit	Lumber supplies	50	Bloom/Post
Demonstration	Candlemaking	20	Keyes
Demonstration	Spinning	20	Keyes
Third			
Visit	City government	21	Zier
Demonstration	Use of a microscope	12	Kerrigo
Fourth			
Visit	Newspaper company	18	D'Ambrosio
Visit	Radio station	12	Fox
Visit	Advertising agency	18	Blaket
Visit	Telephone company	18	Nicholson
Visit	Television station	12	Sweeney
Video tape	Careers in Dentistry	18	Sweeney/ D'Ambrosio
Role-playing	Factory jobs	26	Kessler
Fifth			
Visit	Newspaper company	18	D'Ambrosio
Visit	Radio station	12	Fox
Visit	Advertising agency	18	Blaket
Visit	Telephone company	18	Nicholson
Visit	Television station	12	Sweeney
Film	Antiquing	20	Horowitz
Video tape	Careers in Dentistry	26	Horowitz
Video tape	Careers in Dentistry	27	Fox

ELEMENTARY SCHOOLS (Continued)

Broadway

Grade/Method	Activity	Number of students	Teacher
Pre-kindergarten			
Role-playing	Careers in Dentistry	30	Perimeorus
Kindergarten			
Visit	Community workers	30	Ninteus/ Kaplow
Role-playing	Careers in Dentistry	34	Ninteus/ Kaplow
Role-playing	Careers in Dentistry	34	Winless
First			
Role-playing	Careers in Dentistry	30	Brandon
Role-playing	Careers in Dentistry	30	Barnett
Role-playing	Careers in Dentistry	30	Pearlman
Visit	Bank (trainable)	12	Lepis
Second			
Visit	Tour of car agency	23	Houch
Visit	Railroad representative	23	Mariniello
Visit	Railroad representative	23	Mariniello
Role-playing	Railroad careers	23	Mariniello
Demonstration	Railroad careers	80	Greenberg/ Mariniello
Talk	Travel agent	53	Archer/ Greenberg
Demonstration	Driver education	23	Houch
Visit	Auto mechanic shop	23	Houch
Demonstration	Motor vehicle department	23	Houch
Demonstration	Construction of mechanical parts	23	Houch
Visit	Tour of ocean liner	24	Greenberg
Demonstration	Construction of model airplane	23	Scherer
Third			
Role-playing	Careers in Dentistry	29	Tucker
Role-playing	Careers in Dentistry	29	Decter
Role-playing	Careers in Dentistry	27	Tuiano

ELEMENTARY SCHOOLS (Continued)

Broadway

Grade/Method	Activity	Number of students	Teacher
Third (continued)			
Role-playing	Careers in Dentistry	28	Tschudin
Visit	Knowledge of community	20	Tucker
Role-playing	Bank accounts	20	Tucker
Role-playing	Court procedure	20	Tucker
Fourth			
Visit	Workshop in drama	26	Best
Film	Careers in Ecology	24	Eldridge
Visit	Weather station, airport	25	Eldridge
Demonstration	Weather station kit	25	Eldridge
Talk	Careers in Pollution Control	25	Eldridge
Talk	Careers in Pollution Control	25	Eldridge
Visit	Paper recycling	25	Eldridge
Visit	Sanitation department	25	Eldridge
Visit	Hackensack Meadowlands	25	Eldridge
Talk	Health department inspector	25	Eldridge
Fifth			
Visit	Employment bureau	60	DeCondo
Video tape	Careers in Dentistry	27	Hodson
Video tape	Careers in Dentistry	30	Madden
Video tape	Careers in Dentistry	29	DePeri
Video tape	Careers in Dentistry	29	Giglinto
Demonstration	Braille instruction	80	Smith
Visit	Courthouse	18	Bartels
Visit	Naturalization institution	18	Bartels

MIDDLE SCHOOL

Subject/Method	Activity	Number of students	Teacher
Art			
Project	Stained glass	10	Scheuc
English			
Speaker	Telephone company	25	Gucklan
Trip	Post office	30	Mendelsberg
Speaker	Career Clubs	25	Allar
Trip	Papermill Playhouse Theater	27	Mendelsberg
Trip	Telephone offices	23	Allar
Speaker	Post office	25	Allar
Speaker	Manager, Montclair Operetta Club	100	Jones
Home Economics			
Trip	Bloomingdales	175	Home Ec. Dept.
Industrial Arts			
Unit	Introduction to Vocations: Plastics		Vladyka
Unit	Introduction to Vocations: Cabinet making		Vladyka
Trip	Plastics plant	10	Vladyka
Trip	Design organization	10	Vladyka
Science			
Trip	Radio station	15	Matluck
Speaker	Laboratory Technician	30	Matluck
Trip	Marriott Motel	15	Matluck
Trip	Hackensack hospital	15	Matluck
Speaker	Meteorologist: Weather bureau	100	Mendelsberg/ Plump
Trip	Animal hospital	12	Matluck
Trip	Meat packing plant	15	Matluck
Trip	Brooklyn Aquarium	50	Giuliano
Speaker	Demonstration of a cardiogram	60	Plump
Speaker	EKG Technician	45	Baconas

MIDDLE SCHOOL (Continued)

Subject/Method	Activity	Number of students	Teacher
Science (Continued)			
Materials	Pollution control kit	30	Baconas
Trip	Rutgers Agricultural School	30	Worhach/ Matluck
Social Studies			
Trip	Radio station	15	Worhach
Speaker	Planner: Bergen County	30	Worhach/ Matluck
Classroom Project	Restaurant	30	Worhach/ Matluck
Trip	New York City Burlington Mills exhibit	30	Worhach/ Matluck
Trip	Hackensack hospital	15	Worhach
Trip	Animal hospital	15	Worhach
Trip	Meat packing plant	15	Worhach
Speaker	Probation Officer	30	Calise
Video tape	Careers	130	Calise
Trip	Howard Johnson's Kitchen	30	Worhach/ Matluck
Speaker	Career in Government	30	Calise
Trip	Fairleigh Dickinson Science Laboratories	55	Adams/Smith
Trip	Local government	70	Calise
Speaker	Court Reporter	40	Savage

HIGH SCHOOL

Subject/Method	Activity	Number of students	Teacher
Art			
Field trip	Bloomingdales	15	Romano
Business Education			
Speaker	United Nations	60	Krause
Tape	Stewardess	25	Capone
Trip	Bloomingdales	25	Capone
Trip	Bloomingdales	25	Capone
Tape	Modeling	25	Capone
Trip	Telephone company	15	Capone
Speaker	Fashion Merchandiser	23	Capone
Tape	Corporate Management	6	Krause
Trip	Bloomingdales	12	Capone
Tape	Size of Firm for Advantages and Disadvantages	50	Capone
English			
Film	Telephone company	20	Tuppance
Speaker	Telephone company	20	Tuppance
Tape	Journalism	15	Brancato
Books	Variety of Vocations	25	Worthiem
Speaker	Telephone company	25	Costa
Trip	Job application	25	Costa
Communication	Writing career	35	Brancato
Business Education			
Video tape	Size of Firm for advantages and disadvantages	15	Falfyon
Speaker	Medical Records Librarian		
Foreign Language			
Video tape	Secretary	20	Navarro
Video tape	Language program	250	Navarro
Home Economics			
Field trip	Bloomingdales	12	Sewfert
Speaker	Chef	12	Sewfert

HIGH SCHOOL (Continued)

Subject/Method	Activity	Number of students	Teacher
Home Economics (continued)			
Field trip	Teacher assistants	15	Johnson
Speaker	Nabisco	12	Sewfert
Field trip	Nabisco research	12	Sewfert
Field trip	New York City Community College	12	Sewfert
Industrial Arts			
Speaker	Construction	25	Tuppance
Mathematics			
Video tape	Occup. Computer Field	10	Collard
Music			
Field trip	Bloomingdales (Arthur Fiedler discusses experiences as conductor)	12	Gilio
Physical Education			
Film	Introduction to Health Careers	60	Masone
Speaker	Careers in P.E.	70	Masone
Science			
Film	Health Occupations	25	Leonardis
Speaker		20	Leonardis
Video tape		25	Leonardis
Video tape		25	DeFalco
	Use of Radio kits in class	10	Strendler
Slides		60	Durso/ Leonardis
Speaker		9	Durso
Speaker		20	DeFalco
Speaker			Purso
Speaker		5	Soden
Social Studies			
Speaker	Political Careers	25	Ellis

HIGH SCHOOL (Continued)

Subject/Method	Activity	Number of students	Teacher
Social Studies (continued)			
Speaker	Career Opportunities in City Redevelop.	20	Spencer
Slides	Career Opportunities in City Redevelop.	20	Spencer
Speaker	Community Volunteer Program		Social Studies Dept.
Speaker	Health Careers	10	Thomas
Speaker	Health Careers	10	Thomas
Special Education			
Equipment	Special projects: sewing photography, wood-working	11	Esposito
Serving as teacher aides in elementary school		4	Esposito

HIGH SCHOOL JOB PLACEMENT PROGRAM

Subject/Method	Activity	Number of students	Teacher
Art			
Talk	Art of Sign Painting	3	Turner
Business Education			
Trip	Beauty school	12	Krause
Film	Jobs and Interviews	28	Capone
English			
Film	"We used to Call it Printing"	42	Carmalich
Film	"We used to Call it Printing"	18	Lucine
Film	"Jobs in the World of Work"	22	Lucine
Talk	Cosmetology demonstration	28	Picarelli
Trip	Future Teachers Club	12	Cant
Television	Careers in Journalism	30	Picarelli
Television	Careers in Broadcasting	26	Carmalich
Television	Careers in Airlines	32	Picarelli
Television	Modeling as a Career	30	Picarelli
Foreign Language			
Film	Graphics Communication	22	Lucine
Film	Graphics Communication	60	Carmalich
Film	Jobs and Interviews	60	Carmalich
Film	Jobs and Interviews	22	Lucine
Film	Jobs for Men	15	Lucine
Group discussion	Women, school, and work	22	Spinninger
Home Economics			
Film	Pattern Maker	36	Johnson
Trip	Nabisco Fairlaw	12	Kole
Industrial Arts			
Film	"We used to Call it Printing"	30	Dietrich
Film	Mechanical Supervisor	60	Lane
Trip	Gayeski Woodworking Corp.	12	Ciordano

HIGH SCHOOL JOB PLACEMENT PROGRAM (Continued)

Subject/Method	Activity	Number of students	Teacher
Industrial Arts (continued)			
Film	Graphic Communications	36	Dietrich
Film	Air Traffic Controller	22	Lane
Mathematics			
Trip	National Comm. Bank	12	Farber
Trip	ASC--Computer	12	Farber
Film	Agricultural Engineering	60	Bilon
Trip	Plaza School	12	Baglieri
Trip	Computerized Transceiver Systems	12	Farber
Physical Education			
Talk	Occupation and Life Style	28	Kessler
Science			
Trip	"Turnpike"--Ecology	12	Steindler
Film	"Second Chance"--Ecology	12	Steindler
Tape	Careers in Ecology	11	Steindler
Social Studies			
Talk	School to the World of Work	32	DeClemente
Talk	Apprentice Outreach	18	Thomas
Talk	The World of Work	22	Lydon
General			
Visit	"Next Step" School Fair Proprietary	450	
Visit	"Job Fair"	500	
Film	"What Ecologists Do" (Eng.)	30	Picarelli
Film	Air Traffic Control	20	Lane
Visit	Computer Transceiver Systems	11	Farber
Visit	Grayeski Shops	12	Tupponce
Film	"Thin Blue Line" (Ind./Eng.)	13	Lucine
Visit	Post office (Bus. English)	8	Kalfyan
Visit	Dunn and Bradstreet (Bus. Education)	8	Kalfyan

HIGH SCHOOL JOB PLACEMENT PROGRAM (continued)

Subject/Method	Activity	Number of students	Teacher
General (continued)			
Visit	Rutgers Pre-English Career Day	8	Collard
Film	"Work, What is it?"	13	Lucine

APPENDIX B

COMMUNITY VOLUNTEER PROGRAM

COMMUNITY VOLUNTEER PROGRAM

Name and Address of Agency	Type of Student Involvement
Friendship House 125 Atlantic Street Hackensack, New Jersey	Work with mentally handicapped in controlled workshop situation (report to Mr. Springer).
Bergen County Narcotics Program 45 Essex Street Hackensack, New Jersey	Assist in general clerical tasks (report to Reverend Jones).
Bergen County Heart Association 214 Main Street Hackensack, New Jersey	Assist in general clerical tasks (report to Mrs. Decuir)
Bergen County Social Services Dept. 45 Essex Street Hackensack, New Jersey	Assist in general clerical tasks and assist in field service tasks (report to Miss Curran)
American Red Cross 345 Union Street Hackensack, New Jersey	Assist in switchboard/receptionist duties. Introductory training in social work (report to Mrs. Galvin).
Bergen County Health Department 327 East Ridgewood Avenue (Bergen Pines) Paramus, New Jersey	Accompany health officers in field inspection work. Orientation in general health work (report to Mr. Gill). *Student must be willing to remain beyond 3:00 p.m. if necessary.
New Jersey Rehabilitation Commision 10 Banta Place Hackensack, New Jersey	Assist in general clerical tasks (report to Mrs. Sentner).
Bergen County Association for Mental Health 1401 Palisade Avenue Teaneck, New Jersey	Assist in general clerical tasks. Possible field studies experiences (report to Mr. Kehoe).

COMMUNITY VOLUNTEER PROGRAM (Continued)

Name and Address of Agency	Type of Student Involvement
Hackensack Day Care Center 57 Pink Street Hackensack, New Jersey	Assist in various child care tasks.
Hackensack Municipal Departments	
Office of Deputy City Manager City Hall	Accompany building, property, and electrical inspectors in field work (report to Mr. Lind at 8:30).
Health Office City Hall	Participate in nursing, sanitation, child welfare, and immunication programs. Accompany health staff personnel in field work (report to Mrs. Annett).
Tax Assessor's Office City Hall	Orientation in general tax assessment procedures. Accompany assessors in field inspections (report to Mr. Wilson).
Tax Collector's Office City Hall	Assist in general clerical tasks. Bookkeeping experience (report to Mrs. York).
City Clerk's Office City Hall	Assist in general clerical tasks (report to Mrs. Coogan).
Department of Public Works 76 South River Street Hackensack, New Jersey	Assist in city garage repairing city vehicles plus working with carpenters. Office work includes assisting in general clerical tasks.
Comptroller's Office City Hall	Assist in general clerical tasks in accounting, payroll work, etc. Experience with various office machines (report to Mr. Lacava).

APPENDIX C

LETTERS

. . . so more will live

THEODORE H. GOLDBERG, M. D.
President

*The Bergen County Heart Association, Inc.**

214 MAIN STREET • HACKENSACK, NEW JERSEY 07601 • 489-9194

Dedicated to the Conquest of Heart Disease

October 18, 1971

Mr. Dick Fanelli
Career Development Center
210 State Street
Hackensack, New Jersey 07601

Dear Mr. Fanelli,

We wish to express our gratefulness to you for arranging to have students from Hackensack High School work as volunteers in the Bergen County Heart office.

It was a real pleasure to have Richard Scrable and Debbie Puryear with us this past week. If all the students participating in the Career Development Program are of this calabre, we will eagerly welcome them to our office.

The amount of work done by these two students was phenominal! But more impressive, was their attitude, which is most refreshing in these times when there is supposed to be a "Generation Gap." The students related beautifully with the entire staff, were quite pleasant and courteous, eager to help and did their work in a most efficient manner.

We regretted that you were not able to drop in for a visit while Richard and Debbie were here. You would have been pleased.

We look forward to the future groups of students from Hackensack High School and feel that the Career Development Center program is a very worthwhile endeavor.

Best wishes for continuing success.

Sincerely,

Cecile E. Decuir

(Miss) Cecile E. Decuir
Director of Field Services

CED:hc

HEINZ I. LIPPMANN, M. D.
First Vice-President

WILLIAM S. HOPEWELL, M. D.
Second Vice-President

HENRY W. HOLMAN
Third Vice-President

HERBERT L. CUTTER
Treasurer

JOHN J. NEWBERRY, JR.
Chairman of Board

JAMES D. MOORE
Honorary Chairman

MRS. EDWIN K. REID
Secretary

MRS. SOPHIE W. GILLEN
Executive Director

*A Chapter of New Jersey and American Heart Associations

Narcotic Program Coordinator

COUNTY OF BERGEN

45 ESSEX STREET · HACKENSACK, N. J. 07601 · TELEPHONE (201) 342-2200

GEORGE F. GAGEL
COORDINATOR

WILLIAM D. McDOWELL
FREEHOLDER

December 21, 1971

Career Development Center
354 State St.
Hackensack, N. J. 07601

Gentlemen:

On behalf of the County of Bergen and the Narcotic Program Coordinator, I would like to express our appreciation and say thank you to Richard Memolo.

This is to advise you that Richard is a very conscientious and willing worker. He is alert, eager and very anxious to learn.

The entire staff enjoyed working with him as he was extremely polite and courteous at all times.

Very truly yours,

Rev. Donald B Jones

Rev. Donald B. Jones,
Director, Narcotic Education

DBJ:geh

APPENDIX D

COMMUNITY VOLUNTEER PROGRAM MONITORING FORMS

84/85

86/87

STUDENT EVALUATION SHEET

COMMUNITY VOLUNTEER PROGRAM

Name Diane Andrews Date Oct 25, 1971

Agency Heart Association

To help us evaluate the Community Volunteer Program in which you have participated, we would appreciate your responses to the following questions. Please give them careful consideration.

1. Do you consider your week's experience at the agency to have been of value to you? Yes ✓ No _____

2. Did the experience make you any more aware of career possibilities? Yes ✓ No _____

3. Did the experience affect in any way any career plans you might have had? Yes ✓ No _____
If so, please explain in what way this was so.
my experience gave me a broader out look in my career choice and helped me to decide a more advanced career.

4. Do you feel the work you did at the agency was of value to the agency or to the community in general? Yes ✓
No _____

5. Please list or describe briefly the work tasks you were given or the experiences you had.
Mostly clerical work and errands. Work such as filing, stamping letters and packing and stuffing envelopes

6. Do you have any suggestions to improve this program? If so, please state them below.
The only disadvantage to this program was the school work and home work that each student must make up. I think the student should be excused from making up homework assignment and have to only make up necessary things such as quizes and tests.

81

STUDENT EVALUATION SHEET

COMMUNITY VOLUNTEER PROGRAM

Name Judy Tranchida Date February 18, 1972

Agency Bergen County Health Department

To help us evaluate the Community Volunteer Program in which you have participated, we would appreciate your responses to the following questions. Please give them careful consideration.

1. Do you consider your week's experience at the agency to have been of value to you? Yes ✓ No _____

2. Did the experience make you any more aware of career possibilities? Yes ✓ No _____

3. Did the experience affect in any way any career plans you might have had? Yes ✓ No _____
If so, please explain in what way this was so.
In working with other people and in also trying to be a secretary and also the ways people got along together. that's the most import.

4. Do you feel the work you did at the agency was of value to the agency or to the community in general? Yes ✓
No _____

5. Please list or describe briefly the work tasks you were given or the experiences you had. 1 by showing people that we 2 went and sat in a meeting of alcoholics 3 went on a sanitation inspection (Restaurants) 4 we also were talked to about Diet bites & Tuberc 5- I sat in an executive meeting about ecology

6. Do you have any suggestions to improve this program? If so, please state them below. I have none at all. my feelings are that these people know all their is to know and they do show it to a student, they don't keep any thing confidential. they also were very impressive in the manner they handled dog bites and

the ect

COMMUNITY VOLUNTEER PROGRAM
AGENCY EVALUATION FORM

We would appreciate your providing us with the following evaluative information on the student who worked at your agency.

Name of Agency American Red Cross

Name of Student Linda Guadagno

Evaluation

	Excellent	Good	Fair	Poor
1. Willingness in performing work tasks.	X			
2. Competence in performing work tasks.		X		
3. Relations with agency personnel.	X			
4. Interest shown in work of agency, etc.		X		
5. Promptness	X			

ADDITIONAL COMMENTS: The student is so good that we have the tendency to mark everything excellent but we think that good is a fairer standard for the beginning student. She showed maturity in her relationship with the staff.

Signed Mrs. Ruth R. Galvin, Director
Service to Military Families

COMMUNITY VOLUNTEER PROGRAM
AGENCY EVALUATION FORM

We would appreciate your providing us with the following evaluative information on the student who worked at your agency.

Name of Agency American Red Cross

Name of Student Beverly Knight

Evaluation

	Excellent	Good	Fair	Poor
1. Willingness in performing work tasks.	X			
2. Competence in performing work tasks.	X			
3. Relations with agency personnel.	X			
4. Interest shown in work of agency, etc.	X			
5. Promptness	X			

ADDITIONAL COMMENTS: Miss Knight seemed very interested in all aspects of Red Cross work and performed at a high level of competence and maturity.

Ruth R. Galvin

Signed (Mrs.) Ruth R. Galvin, Director
Service to Military Families

APPENDIX E

PLANNING, MONITORING, AND EVALUATION SYSTEM

CAREER EXPERIENCE PLANNING, MONITORING, AND EVALUATION SYSTEM

CAREER DEVELOPMENT PROGRAM

HACKENSACK, NEW JERSEY

Prepared by:

EPIC Diversified Systems Corporation
Post Office Box 13052
Tucson, Arizona 85711

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STATEMENT OF PURPOSE

The Career Experience Planning, Monitoring, and Evaluation System represents an attempt to provide a comprehensive approach to assessing the effectiveness of career experiences made available to students in the Hackensack, New Jersey, Career Development Program. Such experiences consist of field trips, guest speakers, and career units.

Performance objectives stated in this document are not specified for specific components of the program or for specific types of career experiences. It is assumed that data will be gathered, using this system, for several program components and that the performance objectives will be assessed for each of these components.

The system was developed as a cooperative endeavor of personnel of the Hackensack program and EPIC Diversified Systems Corporation.

PERFORMANCE OBJECTIVES

1. During the 1971-72 program year, students (K-5) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80%) of product or service as measured by the teacher evaluation form, item one.

2. During the 1971-72 program year, students (K-5) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80%) of steps (process) as measured by the teacher evaluation form, item two.

3. During the 1971-72 program year, students (K-5) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80%) of use of product/service as measured by the teacher evaluation form, item three.

4. During the 1971-72 program year, students (K-5) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80%) of physical working conditions as measured by the teacher evaluation form, item four.

5. During the 1971-72 program year, students (K-5) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80%) of types of tasks as measured by the teacher evaluation form, item five.

Scoring (See page 12 for the instrument related to Objectives 1-5.)

For each career experience, count the number of "yes" responses for each item. Secondly, compute the percent of "yes" responses; omit all

"Does Not Apply" responses. For example, for a total of thirty people with nineteen "yes" responses, six "no" responses, and five "Does Not Apply," the percentage would be calculated as nineteen, or 76%.

Data Analysis (Objectives 1-5)

Average all "yes" percentages collected for each career experience for item one.

For items two through five, calculate percent of "yes" responses as outlined above.

6. During the 1971-72 program year, students (K-5) participating in the Career Development program will demonstrate knowledge (with a proficiency greater than or equal to 80%) toward the career experience as measured by the student affective instrument.

Scoring (See page 15 for the instrument related to Objective 6.)

Count the number of "yes" responses for each data input. Calculate the percent of "yes" responses for each data input by dividing the number of "yes" responses by the total number of responses. Do not count non-responses in the total.

Data Analysis (Objective 6)

Compute the average "yes" response for each career experience (as above). Secondly, average all "yes" responses collected across all career experiences.

7. During the 1971-72 program year, students (grades 6-12) participating in the Career Development program will demonstrate knowledge (with a

proficiency greater than or equal to 50%) of applicable content as measured by a career experience questionnaire.

Scoring (See page 22 for the instrument related to Objective 7.)

Count the number of correct responses for each data input. Compute the percentage of correct responses for each data input. The percentage will be calculated by dividing the number of correct responses by the total number of possible correct responses indicated on the specified key.

Data Analysis (Objective 7)

Average the percentage of correct responses across all data inputs.

8. During the 1971-72 program year, students (grades 6-12) participating in the Career Development program will demonstrate a positive response (with a proficiency level of eighteen of twenty-seven positive) toward career experience as measured by the career experience response questionnaire.

Scoring (See page 33 for the instrument related to Objective 8.)

Responses will be coded "Very Adequate" (3 points), "Adequate" (2 points), "Less Than Adequate" (1 point), and "Inadequate" (0 points). Each item (one through nine) will be scored as outlined and the total points counted for each data input. Item ten will be eliminated from the scoring.

Data Analysis (Objective 8)

An average number of points will be calculated across all data inputs.

PLANNING

General Planning Areas	Specific Content of Experience and Comments concerning
I. Description of products or services and how these are produced or rendered.	1. Nature of Product/Service: 2. Source of Product/Service: 3. Process of Product/Service: 4. Distribution of Product/Service: 5. Contribution of Product/Service:
II. Job Classifications	1. Types of Tasks: 2. Levels of Workers (organizational structure):
III. Working Conditions	1. Physical: 2. Mental: 3. Social:
IV. Personal Rewards	1. Monetary Rewards: 2. Fringe Benefits: 3. Job Satisfaction (needs, interests)

CAREER DEVELOPMENT CENTER--HACKENSACK, NEW JERSEY
Career Experience Planning/Monitoring Form

PLANNING				MONITORING		
d Comments concerning Expected Outcomes	Prelim-inary Activities	Follow-up Activities	Does Not Apply	Did not Meet Expectations	Partially Met Expectations	Expectatio Were Met
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ts)	—	—	—	—	—	—
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	—	—	—	—	—	—

PLANNING	
General Planning Areas	Specific Content of Experience and Comments concern
V. Qualifications for Employment	1. Education Requirements: 2. Training Requirements: 3. Experience Requirements: 4. Physical Requirements: 5. Personality Requirements: 6. Intellectual Requirements:
VI. Personal Interaction with workers or visitor	1. Asking Questions: 2. Engaging in Dialogue:
VII. Experiment with equipment or process	1. Hands-On: 2. Role Playing:
VIII. Demonstration of product or service	1. Live Demonstration: 2. Media Demonstration:

LANNING			MONITORING		
nts concerning Expected Outcomes	Prelim-inary Activities	Follow-up Activities	Does Not Apply	Did not Meet Expectations	Partially Met Expectations	Expectations Were Met
	—	—	—	—	—	—
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GENERAL PROCEDURES AND PROCESS OBJECTIVES

A. Planning

Process Objective #1

Prior to the career experience, a Career Development representative, the classroom teacher, and a representative of the company or organization will complete the planning section of a Career Experience Planning/Monitoring Form as follows:

1. Indicate the type and nature of the career experience on the top of the Career Experience Planning/Monitoring Form (see page 5).
2. Indicate by checking in the designated spaces which items do not apply to the particular career experience.
3. For applicable items, a short statement of planned content and expected student behavioral outcomes should be noted.

   Example: Field Trip to Fire Station

   Nature of Product/Service--Services include (a) fire protection, (b) rescue operations. Students should know both services.
4. For applicable items, check marks should be made in designated columns to indicate those items for which preliminary activities are planned, and those items for which follow-up activities are planned.

B. Monitoring

Process Objective #2

Following the career experience, the Career Development representative and the classroom teacher will complete the monitoring section of the Career Experience Planning/Monitoring Form, indicating in the space provided for each applicable item the extent to which the career experience met expectations.

C. Evaluation

Process Objective #3

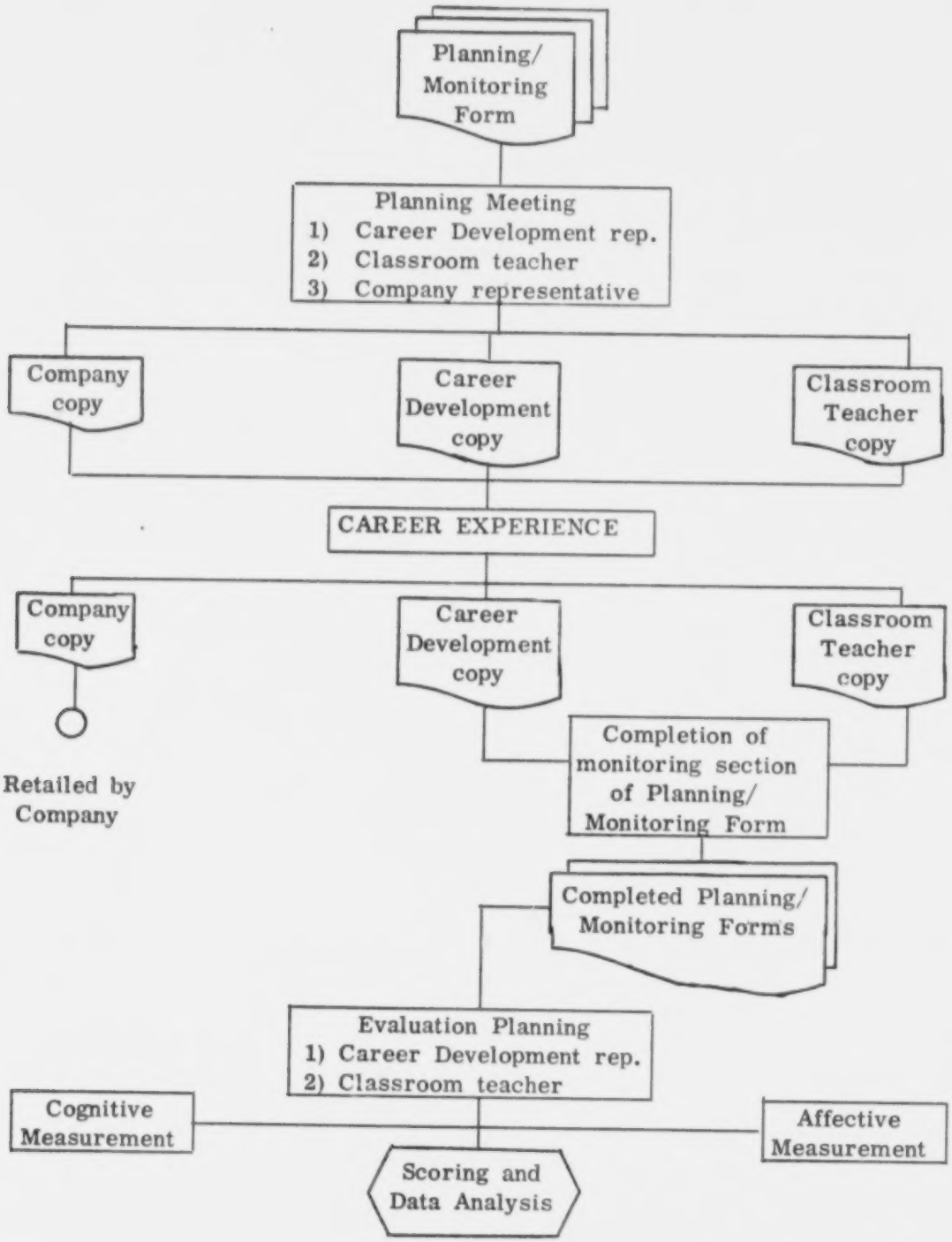
After monitoring has been completed, the Career Development representative and the classroom teacher will meet to plan evaluation activities and use of specific instruments as evidenced by:

1. Documentation of the "Basis for Evaluation" judgments on the Cognitive Instrument grades K-5. (see page 12)
2. Specification of individual or class evaluation on the Cognitive Instrument grades K-5. (see page 12)
3. Completion of the Affective Instrument (grades K-5) Directions and Items for Administration planning document. (see page 18)
4. Completed keys for the Cognitive Instruments grades 6-12. (see page 28)
5. Use of the Affective Instrument grades 6-12. (see page 33)

Process Objective #4

Following testing activities, Career Development representatives will collect and score all instruments used in the evaluation following the specified scoring procedures as evidenced by data records.

SYSTEM SCHEMATIC



COGNITIVE INSTRUMENT - GRADES K-5

1) Directions for Administration

2) Teacher Questionnaire

COGNITIVE INSTRUMENT - GRADES K-5

Directions for Administration

A. Enter the requested information (points one through six) as follows:

1. Name of teacher performing the evaluation.
2. Name of school of student or student group being evaluated.
3. Grade or grade levels of student or student groups being evaluated.
4. A brief description of the field trip, guest speaker presentation, or career unit.
5. A brief description of the basis for the evaluation judgments, for example: (a) classroom observations, (b) experience charts, (c) picture drawing, (d) stories, etc.
6. Mark whether the evaluation is for an individual student or for the entire class. If for an individual student, enter the student's name in the space provided.

B. Based on expectations of student performance developed during the planning of the career experience and on classroom activities after the career experience, answer questions 1-5 using your best judgment. Circle "yes" or "no" or "does not apply."

Career Development Center
Hackensack, New Jersey

TEACHER EVALUATION OF KNOWLEDGE GAINED BY STUDENTS FROM THE CAREER EXPERIENCE

1. Teacher Name: _____
2. School: _____ 3. Grade(s): _____
4. Career Experience Description: _____

   _____

   _____
5. Basis for Evaluation Judgments: _____

   _____

   _____
6. Class Evaluation ____

   Individual Evaluation ____ Student Name _____

Based on expectations of student performance developed during the planning of the career experience and on classroom activities after the career experience, answer the following questions using your best judgment. Circle "yes" or "no" or "does not apply" for each item.

1. Students have knowledge of the product(s) or service(s) provided by the company or service organization represented in the career experience.	yes	no	does not apply
2. Students have knowledge of what steps are taken to produce the product or provide the service.	yes	no	does not apply
3. Students know who uses the product or receives the service provided by the company or service organization.	yes	no	does not apply

4. Students know what physical conditions employees of the company or service organization work in while carrying out their duties.	yes	no	does not apply
5. Students know the types of tasks carried out by various employees of the company or service organization.	yes	no	does not apply

AFFECTIVE INSTRUMENT - GRADES K-5

1) Directions and Items for Administration
2) Answer Sheet
3) Sample

Directions and Items for Administration Planning Document

A. Determine the number and content of the items to be administered. Up to ten items may be used. Fill in the number and content of each item in the space provided on this form. It is advisable to sequence the items in order that items of the same type do not appear in order.

B. Read the following directions to the students.

DIRECTIONS: I am going to read you some questions. These questions are about how you feel about *(briefly describe the field trip, guest speaker presentation or career unit).*

(Teacher should pass out the answer sheets.) Put your name at the top of the answer sheet. You are to answer the questions by circling "yes" or circling "no." *(The teacher should put a sample "yes 1 no" on the chalkboard and give an example.)* "Do you like ice cream?" *(pause)* "Do you like ice cream?" *(Teacher should circle "yes" on the chalkboard after the students respond aloud.)*

Now put your pencils on the number one. *(Check to see if all students have positioned their pencils correctly.)*

(Read each item twice. After students have responded, say aloud) Now put your pencil point on the number _____. *(Check to see that all students have positioned their pencils correctly before reading the next item.)*

C. Items:

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you like the person (people) who talked to you?

Number _____ (Was, Were) the (person, people) who talked to you friendly?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

NAME _____

YES	1	NO
YES	2	NO
YES	3	NO
YES	4	NO
YES	5	NO
YES	6	NO
YES	7	NO
YES	8	NO
YES	9	NO
YES	10	NO

SAMPLE: The following is a sample affective measurement for grades K-5 using the career experience "A Trip to the Fire Station" as an example:

Directions and Items for Administration Planning Document

A. Determine the number and content of the items to be administered. Up to ten items may be used. Fill in the number and content of each item in the space provided on this form. It is advisable to sequence the items in order that items of the same type do not appear in order.

B. Read the following directions to the students.

DIRECTIONS: I am going to read you some questions. These questions are about how you feel about *(briefly describe the field trip, guest speaker presentation or career unit)*.

(Teacher should pass out the answer sheets.) Put your name at the top of the answer sheet. You are to answer the questions by circling "yes" or circling "no." *(The teacher should put a sample "yes 1 no" on the chalkboard and give an example.)* "Do you like ice cream?" *(pause)* "Do you like ice cream?" *(Teacher should circle "yes" on the chalkboard after the students respond aloud.)*

Now put your pencils on the number one. *(Check to see if all students have positioned their pencils correctly.)*

(Read each item twice. After students have responded, say aloud) Now put your pencil point on the number _____. *(Check to see that all students have positioned their pencils correctly before reading the next item.)*

C. Items:

Number 1 Did you enjoy (going to and seeing/hearing about) the fire station? _____

Number 3 Did you enjoy (going to and seeing/hearing about) the fire trucks? _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number 7 Did you enjoy (going to and seeing/hearing about) the rescue equipment? _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number _____ Did you enjoy (going to and seeing/hearing about) _____

Number 2 Did you like the (person) (people) who talked to you?

Number 5 (Was, Were) the (person, people) who talked to you friendly?

Number 4 Would you enjoy being a fireman ?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

Number 6 Would you enjoy ~~being~~ driving a fire truck ?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

Number _____ Would you enjoy being _____?

COGNITIVE INSTRUMENTS - GRADES 6-12

1) Directions for Administering Instruments

2) Instrument for Assessing Knowledge of Product Oriented Companies

3) Instrument for Assessing Knowledge of Service-Oriented Organizations

4) Sample Key

DIRECTIONS FOR ADMINISTRATION

Cognitive Instruments - Grades 6-12

1. Determine which of the items do not apply to the particular career experience. At the time of administration, instruct students to ignore these items.

2. For those items that do apply, take a blank copy of the instrument and make a key indicating (a) acceptable points (answers) under each item, and (b) the number of these points that the students must answer in order to receive full credit for the item.

3. Pass out the test forms for the career experience. Use the appropriate form (product oriented or service oriented), depending upon the nature of the career experience.

4. It is advisable to read through the preliminary instructions emphasizing (a) that this is not a normal test, and (b) students will not be graded on their answers.

5. Write the list of jobs associated with the last few items on the chalkboard and instruct students as to which items the list will be used with.

6. Emphasize to students that short answers are recommended and that they will have approximately fifteen minutes to complete the questions.

7. Instruct students to omit any items that are not listed on the answer key. List these items on the chalkboard.

8. On the chalkboard, write the name of the company or service organization and explain that this name should be substituted for the words "company" or service organization in the questionnaire.

CAREER EXPERIENCE QUESTIONNAIRE

(Product Oriented Companies)

IMPORTANT: Do not put your name on this questionnaire. You will not be graded on your answers. The purpose of this exercise is to determine if the career experience was effective in supplying students information about the company and its operations. Answer each question in as few words as possible. Remember, you will not be graded on your answers.

1. What does the company make? List as many products as you can.

2. What raw materials go into making the products of this company? List as many as you can.

3. What steps are taken to turn the raw materials into the finished products?

4. Where do the product(s) of this company go after they are completed, and how are they used?

This is a list of some of the jobs you saw or heard about.

1. 4.
2. 5.
3. 6.

5. Describe in a few words the work done by each of the workers listed above.

6. Describe, in a few words, the areas where you saw or heard about the jobs being done.

7. Given a choice of the jobs listed above, which job would you choose and why? Consider the salary, fringe benefits, and how the work would appeal to your interests.

8. For the job you chose, what are the necessary qualifications? (Education, experience, etc.)

CAREER EXPERIENCE QUESTIONNAIRE

(Service Oriented Organization)

IMPORTANT: Do not put your name on this questionnaire. You will not be graded on your answers. The purpose of this exercise is to determine if the career experience was effective in supplying students information about the company and its operations. Answer each question in as few words as possible. Remember, you will not be graded on your answers.

1. What service(s) does this organization provide?

2. What are the tasks or steps performed to provide the service?

3. Who uses the service(s).

This is a list of some of the jobs you saw or heard about.

1. 4.
2. 5.
3. 6.

4. Describe in a few words the work done by each of the workers listed above.

5. Describe in a few words the areas where you saw or heard about the jobs being done.

6. Given a choice of the jobs listed above, which job would you choose and why? Consider the salary, fringe benefits, and how the work would appeal to your interests.

7. For the job you chose, what are the necessary qualifications? (Education, experience, etc.)

SAMPLE: The following is a sample cognitive measurement for grades 6-12 using the career experience "Trip to an Aerospace Plant" as an example.

CAREER EXPERIENCE QUESTIONNAIRE

(Product Oriented Companies)

IMPORTANT: Do not put your name on this questionnaire. You will not be graded on your answers. The purpose of this exercise is to determine if the career experience was effective in supplying students information about the company and its operations. Answer each question in as few words as possible. Remember, you will not be graded on your answers.

1. What does the company make? List as many products as you can.
   1. Air to air missiles
   2. Radar guidance systems.
   3. Warheads for air to ground missiles
   4. Replacement parts

   Criteria = 2 correct answers

2. What raw materials go into making the products of this company? List as many as you can.

   Not Applicable.

3. What steps are taken to turn the raw materials into the finished products?

   1. Research and Development
   2. Fabrication of sub-assemblies
   3. Production line assembly
   4. Quality control

   Criteria = 3 correct answers

4. Where do the product(s) of this company go after they are completed, and how are they used?

   1. U. S. Government
   2. Foreign governments

   Criteria = 2 correct answers

This is a list of some of the jobs you saw or heard about.

1.	Computer Programmer	4.	
2.	Assembly Worker	5.	
3.	Quality Control Manager	6.	

5. Describe in a few words the work done by each of the workers listed above.

   1. Computer Programmer
      a. Develops system charts
      b. Block diagrams
      c. Code programs
      d. Test programs

   2. Assembly Worker
      a. Requisitions parts
      b. Soldering
      c. Checks circuits

   3. Quality Control Manager
      a. Orders test equipment
      b. Directs testing of assemblies and sub-assemblies

   Criteria = 5 correct answers

6. Describe, in a few words, the areas where you saw or heard about the jobs being done.

1. a. Computer Room
   b. Offices
2. a. Assembly Line
   b. Stores Warehouse
3. a. Executive Offices

Criteria = 2 correct answers

7. Given a choice of the jobs listed above, which job would you choose and why? Consider the salary, fringe benefits, and how the work would appeal to your interests.

Not applicable.

8. For the job you chose, what are the necessary qualifications? (Education, experience, etc.)

1. Computer Programmer
   a. High school diploma
   b. Mathematics background

2. Assembly Worker
   a. High school diploma
   b. High score on manual dexterity test

3. Quality Control Manager
   a. Bachelor's degree - business
   b. Experience in business - 3 years

Criteria = 1 correct answer

AFFECTIVE INSTRUMENTS - GRADES 6-12

1) Directions for Administering Instruments

2) Instrument for Assessing Response Toward Product Oriented Companies

3) Instrument for Assessing Response Toward Service Oriented Organizations

DIRECTIONS FOR ADMINISTRATION

Affective Instruments - Grades 6-12

1. Pass out the test forms for the career experience. Use the appropriate form (product oriented or service oriented), depending upon the nature of the career experience.

2. It is advisable to read through the preliminary instructions emphasizing (a) that this is not a normal test, (b) that students will not be graded on their answers, and (c) that one of the descriptions (very adequate, adequate, etc.) should be circled for each item.

3. Instruct students that they should complete the questionnaire within five minutes.

4. On the chalkboard, write the name of the company or service organization that is the subject of the career experience evaluation.

CAREER EXPERIENCE RESPONSE QUESTIONNAIRE
(Product Oriented Company)

IMPORTANT: Do not put your name on this questionnaire. You will not be graded on your answers. The purpose of this exercise is to determine if the career experience was effective in supplying students information about the company and its operations. Remember, you will not be graded on your answers. For each item, circle the description that represents how you feel.

1.	I feel that the information given on the products made by the company was:	Very Adequate	Adequate	Less than Adequate	Inadequate
2.	I feel that the information given on the raw materials that go into making this company's products was:	Very Adequate	Adequate	Less than Adequate	Inadequate
3.	I feel that the information given on the steps taken to turn the raw materials into finished products was:	Very Adequate	Adequate	Less than Adequate	Inadequate
4.	I feel that the information given on where the products go and how they are used was:	Very Adequate	Adequate	Less than Adequate	Inadequate
5.	I feel that the information given on the work done by different workers in the company was:	Very Adequate	Adequate	Less than Adequate	Inadequate
6.	I feel that the information given on the areas where the work is done was:	Very Adequate	Adequate	Less than Adequate	Inadequate
7.	I feel that the information given on salaries and other benefits of the different jobs was:	Very Adequate	Adequate	Less than Adequate	Inadequate

8.	I feel that the information given on the requirements (education and experience) needed for the jobs was:	Very Adequate	Adequate	Less than Adequate	Inadequate
9.	The opportunities to ask questions and discuss the operations of the company were:	Very Adequate	Adequate	Less than Adequate	Inadequate
10.	I feel that the career experience was enjoyable.	YES		NO	

CAREER EXPERIENCE RESPONSE QUESTIONNAIRE
(Service Oriented Organization)

IMPORTANT: Do not put your name on this questionnaire. You will not be graded on your answers. The purpose of this exercise is to determine if the career experience was effective in supplying students information about the company and its operations. Remember, you will not be graded on your answers. For each item, circle the description that represents how you feel.

1.	I feel that the information given on the service(s) provided by the company was:	Very Adequate	Adequate	Less than Adequate	Inadequate
2.	I feel that the information given on the steps taken to provide the service(s) was:	Very Adequate	Adequate	Less than Adequate	Inadequate
3.	I feel that the information given on who uses the service(s) was:	Very Adequate	Adequate	Less than Adequate	Inadequate
4.	I feel that the information given on the work done by different workers in the organization was:	Very Adequate	Adequate	Less than Adequate	Inadequate
5.	I feel that the information given on the areas where the work is done was:	Very Adequate	Adequate	Less than Adequate	Inadequate
6.	I feel that the information given on salaries and other benefits of the different jobs was:	Very Adequate	Adequate	Less than Adequate	Inadequate
7.	I feel that the information given on the requirements (education and experience) needed for the different jobs was:	Very Adequate	Adequate	Less than Adequate	Inadequate

8.	The opportunities to ask questions and discuss the operations of the organization were:	Very Adequate	Adequate	Less than Adequate	Inadequate
9.	The information given that was of special interest to me was:	Very Adequate	Adequate	Less than Adequate	Inadequate
10.	I feel that the career experience was enjoyable.		YES	NO	